



Cambridge English

Vocabulary for IELTS Advanced with answers

Self-study vocabulary practice

PAULINE CULLEN



Official Cambridge preparation materials for IELTS





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PAULINE CULLEN

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Contents

Map of the bo	ok	2	
Introduction			
IELTS Test sur	nmary	6	
Unit 1	Human nature	8	
Unit 2	Time for a change	12	
Unit 3	No man is an island	18	
Unit 4	Scientific discovery	22	
Unit 5	Striving to achieve	28	
Test one	TO THE PERSON	32	
Unit 6	Powers of persuasion	34	
Unit 7	Ways and means	40	
Unit 8	State control	44	
Unit 9	Natural history	48	
Unit 10	Rocket science	54	
Test two		58	
Unit 11	Progress	60	
Unit 12	The latest thing	66	
Unit 13	Urban jungle	72	
Unit 14	Tackling issues	76	
Unit 15	This Earth	80	
Test three		84	
Unit 16	Energy efficient	86	
Unit 17	Getting down to business	90	
Unit 18	Law enforcement	96	
Unit 19	The media	100	
Unit 20	A matter of taste	104	
Test four		110	
Unit 21	Learning vocabulary	112	
Unit 22	IELTS Reading	116	
Unit 23	IELTS Writing	120	
Unit 24	IELTS Listening	124	
Unit 25	IELTS Speaking	128	
Test five		132	
Answer key		134	
Recording scr	ipts	158	
Wordlist		169	
Acknowledge	ments	174	



Map of the book

Unit number	Title	Topics	Test practice
Unit 1	Human nature	Character, psychology	Listening Section 4
Unit 2	Time for a change	Time, change	Reading
Unit 3	No man is an island	Individuality, community	Writing Task 1
Unit 4	Scientific discovery	Chemistry, medicine	Reading
Unit 5	Striving to achieve	Study, work	Speaking
Unit 6	Powers of persuasion	Advertising, marketing	Reading
Unit 7	Ways and means	Tourism, travel	Writing Task 1
Unit 8	State control	Government, society	Writing Task 2
Unit 9	Natural history	Animals, conservation	Reading
Jnit 10	Rocket science	Space, physics	Listening Section 4
Jnit 11	Progress	Technology, design	Reading
Jnit 12	The latest thing	Fashion and trends, consumerism	Reading
Jnit 13	Urban jungle	Rural life, city life	Listening Section 1



Contents

Unit number	Title	Topics	Test practice
Unit 14	Tackling issues	Problems, solutions	Writing Task 2
Unit 15	This Earth	Natural phenomena, agriculture	Listening Section 3
Unit 16	Energy efficient	Energy, natural resources	Writing Task 2
Unit 17	Getting down to business	Management, personal finance	Reading
Unit 18	Law enforcement	Crime, punishment	Writing Task 2
Unit 19	The media	Fame and the media, media bias	Speaking
Unit 20	A matter of taste	The arts, personal taste	Reading

Reference se	ction	
Unit 21	Learning vocabulary	Dictionaries, wordlists
Unit 22	IELTS Reading	Reading skills, question types
Unit 23	IELTS Writing	Writing Task 1, Writing Task 2
Unit 24	IELTS Listening	Section 1 and 2, Section 3 and 4
Unit 25	IELTS Speaking	Part 1, Part 2, Part 3

Introduction

What does the book aim to do?

Cambridge Vocabulary for IELTS Advanced aims to extend and improve the accuracy of your academic vocabulary and help you prepare for the IELTS academic module. It introduces vocabulary through listening and reading texts that reflect the materials used in the IELTS test. Learning new words in context can help you to remember them and also helps you to understand their meaning. This book also gives you opportunities to practise new words so that they can become part of your active vocabulary.

Who is it aimed at?

The book is designed for upper-intermediate or advanced level students working alone who want to revise and extend their vocabulary. But it can also be used as part of an IELTS preparation course in the classroom, or set as homework by a teacher. It is also suitable for advanced general English students, or those preparing to study English for academic purposes.

What order should I do the units in?

You can work through the units in any order, but you should study all the units if you want to prepare thoroughly for the test and extend your vocabulary. You may want to start with a particular unit because it relates to a topic in your course book or because you have a particular interest in that area. Unit 21 provides a very useful introduction to learning vocabulary so it may be a good idea to look at this first.

How do I use the book?

It is best to work through a unit from beginning to end as one exercise may revise vocabulary from a previous exercise. The test practice sections provide further opportunities to extend your vocabulary, as well as giving you practice in the different sections of the IELTS test. The practice test materials are also useful for extending your vocabulary. Once you have completed the practice test questions, look at the reading and listening texts and focus on the areas where you made mistakes. Make a note of any vocabulary you do not know or anything that may be useful for you to use in the test.

How are the units organised?

There are 25 units. The first 20 units present and practise vocabulary based on academic topics. Each topic is divided into two sections. Each unit has three pages of vocabulary exercises based on listening, reading, writing and speaking materials similar to those found in the IELTS test. There is also a focus on pronunciation. In addition, there is a test practice at the end of each unit, which includes examples of tasks in the following papers: Academic Reading: Academic Writing; Listening and Speaking. These tasks provide useful practice and revision even if you are not taking the test.

Following this introduction is a summary of what is in each part of the IELTS test. The last five units of the book provide a general guide to learning and using new vocabulary. Unit 21 gives useful tips on developing and using a dictionary. Units 22–25 focus on strategies for the individual sections of the test.

What is on the audio CD?

You need to listen to the audio CD to do the listening and pronunciation exercises in the units. The test practice listening tests are also on the audio CD. In the IELTS Listening test you hear everything only once so remember this when you replay the tracks.

How do I use the wordlist?

There is a wordlist for each unit at the back of the book. Some of the words may be specific to one topic area but many of them can be found and used in a wide variety of contexts. You may want to divide these lists up into smaller groups of words to learn at a time. It may be a good idea to study the wordlist before you begin each unit. Alternatively, your teacher might use the wordlist as a test or review at the end of each unit, or you could ask a friend to test you. You should be able to understand these words when you read or hear them, but you should also try to extend your active vocabulary by using them in your writing and speaking tasks. You should learn the correct spellings of words as well as any words that collocate with them.

How do I do the Writing test practice?

The Writing test practice questions give an opportunity to actively use the vocabulary from the unit. There are sample answers in the Answer key. These model answers can be used as a guide to organising ideas and using vocabulary accurately and effectively.

How do I do the Speaking test practice?

The Speaking test practice questions provide opportunities to actively use the vocabulary from the unit. In Part 2 of the Speaking test, you will be allowed to make notes, so think of any useful vocabulary you could use and write this down to help you as you talk. If possible, you should record your answers and play them back. Consider your pronunciation as well as the words you used. How could you improve your answer? Ask a friend or teacher for their comments.

When should I do Tests one to five?

There are five vocabulary tests. Each test assesses how well you have learnt the vocabulary from the previous five units. When you have finished five units, do the test and mark it using the answers at the back of the book. Highlight the questions you got wrong and go back to the units you need to look at again. If you are a more advanced student, you may want to take the test before you begin the units to see how much you already know. This may help to pinpoint your weak areas.

When should I use a dictionary?

The aim of the listening and reading activities in each unit is to give you practice in working out meaning from context. So you should try to do each exercise without a dictionary first unless you are instructed to use one. When you have finished, use the Cambridge Advanced Learner's Dictionary or another suitable monolingual dictionary to look up any words you don't know. You can also check your answers in the Answer key, but you may want to use your dictionary as a further check. Try to be aware of words you need

to look up more than once. These are obviously key words for you to learn. Write them down with their meanings, together with any example sentences used in the dictionary.

How do I learn and revise vocabulary?

Some of the vocabulary in a unit will be new to you and some will be words you are familiar with, but cannot yet use accurately. Even if you feel you know a word already, you may be making collocation mistakes and using the incorrect preposition or verb. You might like to use a notebook and organise your vocabulary in the following categories:

- New words to learn
- Words I need to use more
- Words I often make mistakes with
- Topic words, e.g. The environment; Fuel; Energy;
 Work, etc.

Alternatively, you could simply highlight these words using a different colour highlighter for each category, e.g. a blue highlighter for topic words, a red highlighter for words you often make mistakes with, and so on. Unit 21 will help you develop good vocabulary learning techniques.



IELTS Test summary

Listening (approximately 30 minutes)

There are four sections and 40 questions. There are also ten minutes at the end to transfer your answers from the question paper to the answer sheet. In the IELTS Listening test, you will hear the recording once only. Each section is a little more difficult than the one before. Spelling is important but you can write your answers in capital letters if you think your handwriting is difficult to read. The test is divided up as follows:

Section	What will I hear?	Example units
1	A conversation between two people, e.g. finding out information about travel	8, 13, 24
2	A monologue on a general topic, e.g. a radio broadcast	20, 24
3	A dialogue between two or three people in an academic context, e.g. discussing an assignment	15, 16, 19, 24
4	A monologue in an academic context, e.g. a lecture	1, 2, 4, 5, 7, 10, 11, 13, 15, 16, 18, 24

There are ten questions for each section. Visit the IELTS website at www.ielts.org for a detailed description of each of the different question types. Study Unit 24 for Listening test strategies.

Academic Reading (1 hour)

There are three reading passages and 40 questions. There is no extra time for the transfer of answers so write your answers directly on the answer paper. The texts are authentic and academic in nature. Examples can be found in Unit 2, 4, 6, 9, 11, 12, 17 and 20. Visit the IELTS website at www.ielts.org for a detailed description of each of the different question types. Study Unit 22 for Reading test strategies. Some candidates spend too long on the first passage and run out of time. Make sure you keep to the suggested times for each section.

Academic Writing (1 hour)

There are two writing tasks, Writing Task 1 and Writing Task 2. You must answer both tasks. Task 2 carries more marks than Task 1. Study Unit 23 for Writing test strategies. The test is divided up as follows:

Task	Timing	Length	What do I have to do?	Assessment	Example units
Writing Task 1	20 minutes	150 words minimum	Describe visual information, e.g. a diagram, chart, graph or table.	 Task achievement Coherence and cohesion Lexical resource Grammatical range and accuracy 	3, 7
Writing Task 2	40 minutes	250 words minimum	Write a discursive essay. You may be asked to provide a solution; evaluate a problem; compare and contrast different ideas or opinions or challenge an argument or idea.	 Task response Coherence and cohesion Lexical resource Grammatical range and accuracy 	8, 14, 16, 18

Speaking (11 to 14 minutes)

In the IELTS Speaking test, you will be interviewed on your own by an examiner, who will record your response. You will be assessed on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The interview has three separate parts and is divided up as follows:

Part	Timing	What will I need to talk about?	Example units
1	4-5 mins	Questions on familiar topics, e.g. hobbies; likes and dislikes; daily routine	5, 13, 19
2	3–4 mins	You will be given an open booklet with a topic, e.g. 'talk about a visit you made' or 'talk about something that interested you in the news.' You need to talk about the topic for one to two minutes. You have one minute to write notes and think about your response before you begin.	1, 5, 7, 12, 19
3	4–5 mins	The examiner will ask you more detailed and more abstract questions about the topic in Part 2, e.g. 'How important is friendship?'	4, 5, 19

Remember to give long answers to the questions, display your knowledge of vocabulary and have clear pronunciation throughout. Study Unit 25 for Speaking test strategies.

Features of the book



Cambridge English Corpus

The 'Error warning' boxes are informed by the Cambridge English Corpus and deal with vocabulary which is known to cause problems for IELTS candidates at band 6.5 and above.

PARAPHRASE

Recognising and understanding paraphrase is important for the IELTS test. In order to test how well you can understand a listening or reading text, the questions in the IELTS test will present the ideas in the texts using different words to the ones you hear or read. Throughout this book you will find many exercises that help you to identify paraphrase.



Dictionary

In some exercises it may be useful to use your dictionary to check the vocabulary first, before you do the exercise. These exercises are marked with a dictionary icon. Look at Unit 21 if you need more help on how to use a dictionary.

COLLOCATION

Another feature of this book are the exercises on collocation. Collocation refers to the way words are used together. In the IELTS Speaking and Writing tests, you will be assessed on how accurately you can use vocabulary. This means choosing the correct words to use and combining them correctly. When you are learning new words, it is important to also learn the prepositions or verbs that should be used with them. The collocation exercises in this book will help to make you aware of this.





Human nature

Character, psychology

Character

Look at the following adjectives and decide if any of them apply to you.

talkative eccentric cheerful indecisive clumsy

1.2 Now listen to three people. Decide who they are talking about and choose the adjectives in 1.1 to describe that person. Then complete the sentences.



- 1 Speaker 1 is describing his ______, who sounds ______.
- 2 Speaker 2 is describing her ______, who sounds ______ but _____.
- 3 Speaker 3 is describing his ______, who sounds ______
- Write the adjectives in the box in the correct part of the table.

anxious apprehensive assertive charming cheerful clumsy cynical egotistical gullible self-confident self-conscious sensible tactful well-liked

Some adjectives which describe character use the prefixes selfand well. Choose between selfand well- for each of the following adjectives and write the new adjectives below.

Positive qualities	Negative qualities	
National Professional Professio		

absorbed adjusted assured behaved bred brought-up centred confident congratulatory deprecating dressed educated important informed mannered reliant rounded

self-______

11.5 The following adjectives describe positive qualities. Add prefixes to make them negative.

considerate sensitive decisive patient reliable

A student has filled in this mind map. Make a mind map about yourself. Use it to practise talking about yourself for one to two minutes.

Some people think I'm a little bit too clumsy. I'm always dropping things so ... I'd describe myself as a pretty wellrounded person, really, because ...

At times I can be less than patient, especially when someone ...

I'm glad I'm not that unreliable. I get really irritated by people who ...

Lwish Lwas

less sensitive

about ...

I wish I was more self-confident. I hate having to speak in public and ...

Vocabulary note

Vocabulary note

If you are a visual learner, making a mind map can help you to turn

image which you are more likely to

a list of vocabulary into a single

remember.

The words personality and character are very close in meaning but they are not always used in the same way. Personality = the way you behave, feel and think, especially socially. Character = a combination of qualities which make someone different from other people.

Characteristic = things that are typical or noticeable about a person or thing (it can be a noun or an adjective).

Complete the sentences with the singular or plural form

of personality, character or characteristic.

- 1 She's always the life and soul of the party because she has such a bubbly _
- 2 Dedication, commitment and knowledge are all ______ of a good teacher.
- 3 I don't believe he said that; it would be really
- 4 I didn't get along with my business partner because our _____ clashed.
- 5 Children may display ______ of either of their parents.

In Part 2 of the IELTS Speaking test, you have to talk on a given topic for up to two minutes. Use the language and ideas in your mind map to answer these questions. Make a recording of yourself if possible.

Describe a friend you have known for a long time. You should talk about:

- how long you have known them
- how you met them
- their personality and character
- what you have in common and say what you like doing together.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.



Test tip

After Part 2 of the Speaking test, you may be asked one or two rounding-off questions, e.g. Do you still see this person? or Do you often make new friends? The examiner can ask these questions to help you extend your speaking time.

Listen to your recording and check there is no hesitation in the middle of sentences and that your pronunciation is clear. Check the range of vocabulary in your answer and make sure there is not too much repetition.



Psychology

- 3.1 Read the passage below. Are the following statements True, False or Not given? Before you answer the questions, highlight or underline the part of the passage you think will give you your answer.
- 1 The ANU study found that young people in Canberra confuse being well-liked with being popular.
- 2 The ANU study showed that most young people in Canberra wish they were popular.
- 3 According to Ms Hawke, popular students may look down on other students.
- 4 According to Ms Hawke, popular students can prevent others from learning.
- 5 According to Ms Hawke, students who are well-liked tend to mix with others who are well-liked.
- 6 Being well-liked tells us more about someone's true character than being popular.
- 7 There is often one popular student in a year group who is thought to have more power than the others.

Would you prefer to be 'popular' or 'well-liked'? A new study from The Australian National University (ANU) has shown that for Canberra's young people, being well-liked is much more desirable than being popular, and being popular does not always mean you're well-liked. The study by Stephanie Hawke, a PhD candidate in clinical psychology at ANU, looked at nearly 200 Year 9 and Year 11 students from across Canberra. It found that adolescents saw being popular and being well-liked as two very different things, and that young people may not see popularity as a desirable trait.

The research has been released as part of National Psychology Week. It is the first Australian study to address the issue of popularity and what it means to young people. 'Both boys and girls agreed that many popular teenagers are disliked by the year group as a whole,' said Ms Hawke. 'This can be for several reasons such as bullying, having an attitude of superiority and disrupting the classroom. Those students who are described as being both popular and well-liked manage to balance their high social status with positive qualities such as being kind and friendly.'

The study also found that there was a complicated relationship between both individual and group popularity, and how these were perceived by students. 'One interesting finding is that popular students are likely to belong to popular groups. This was contrasted with well-liked students, who were much less likely to belong to groups of well-liked peers,' said Ms Hawke. 'It seems that being popular is about the group that you fit into, whereas being well-liked is about the individual person's inherent characteristics. Almost all of the students interviewed said that they would prefer to be known as well-liked, as opposed to popular, because this is a reflection of who they are as a person.' She added that the results indicate that 'popular' students are not idealised in the way that popular culture sometimes portrays, and that once other students are aware that many 'popular' students are not liked by others in the year group, it is possible that they will lose the power they are perceived to have.

PARAPHRASE Now find words or phrases in the passage with a similar meaning to the words in italics in 3.1.



IO



Test tip

There are no tricks involved in True / False / Not given questions. Is the information not actually there (Not given) or is it the same as or the opposite of the information in the question (True or False)?

Test practice

Listening Section 4



Questions 1-10

Complete the notes below.

Write NO MORE THAN ONE WORD for each answer.



Test tip

Remember that although the information on the question paper will paraphrase the information that you hear, it will be in the same order. Make sure you keep to the word limit you are given and be careful to check your spelling at the end. You can write your answers in capital letters or lower case.

Past views of intelligence

- Thought to be only one type
- · Could be assessed through an IQ test

Current views

- More than one type of intelligence these can be seen in our 1
- Howard Gardner Frames of Mind (1983) identified seven types of intelligence:
 - i) linguistic (i.e. words and language)
 - ii) 2 (science and maths)
 - iii) musical
 - iv) kinaesthetic (i.e. the body and 3)
 - v) visual (relating to images)
 - vi) interpersonal (conscious of the 4 of other people)
 - vii) intrapersonal (relating to self-awareness)
- Other intelligences have been suggested but are not generally included because they are too
 5......

Uses in education

- Adapt activities to suit the type of student you are, e.g.
 - a kinaesthetic type learner will not learn well from a 6 they would learn better from taking part in a 7
 - visual learners could create their own 8
- Find out the type of learner you are by thinking about the way you prefer to do things, e.g. when teaching someone how to use a new piece of equipment
 - a visual learner would prefer to use a 9
 - a kinaesthetic learner would prefer to do a 10



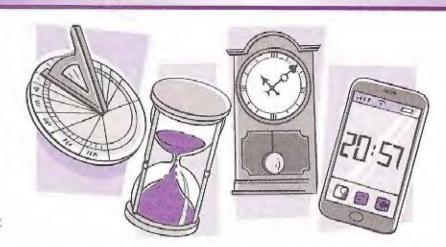
2

Time for a change

Time, change

Time

- Answer these questions.
- 1 Has your attitude to your free time changed since you were a child? (In what way?)
- 2 What value is there in teaching history to children?
- 3 What is the best way to learn about history?



- 4 Do you think older people are more interested in the past than children are? (Why? / Why not?)
- 5 What influence do you think the past has over the present?
- Speaker 1 ___ Speaker 2 ___
- 1.3 COLLOCATION Now listen again and note the expressions connected with time. You may need to listen several times and/or read recording script 04 at the back of the book.
- 2.11 Do the words in the box refer to the past or the present?

retrospect contemporary bygone immediate preceding current topical status quo

- COLLOCATION Complete the sentences with the words in the box in 2.1. Use a dictionary to help you and to check collocations with the words in bold. There may be more than one possible answer.
- 1 The exhibition contains faded photographs reminding us of a ______era.
- 2 He mixes _____ ideas with those of years gone by.
- 3 There will always be people who resist change and want to maintain the _______.
- 4 The ______ effect of the war was a breakdown in law and order on the streets.
- 5 In ______, and with the benefit of hindsight, it is clear that this was a bad decision.
- 6 I prefer this newspaper because it covers the most ______ news stories.
- 7 On New Year's Day, people often stop and reflect on all that happened in the _______year.
- In previous years, the library was always very busy, but our ______ students seem to prefer to study in the privacy of their own room.

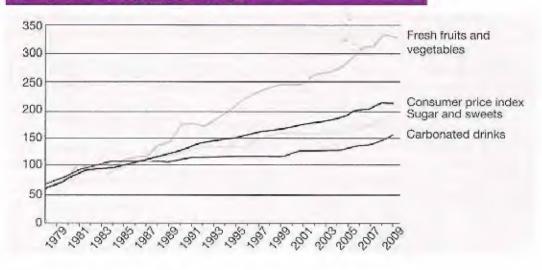
E	WORDS for each answer.	mmary using NO MORE THAN TWO
	Years before the arrival of our ancestors, who were the 1	of colonial times
	ancient societies lived in the lake area. In some places, archaeologi	sts have discovered the remains of
	charcoal deposits from \$ Because of the \$, e.g. they may be put on an official list	ese finds, we can now protect the
	It is very important that they are kept safe. They are at risk of disa erosion and looters. The looters take things from the area becaus	e they hope to sell them as
	. The researchers plan to totally 7	
	and take away any ⁸ they find to put the these areas, we lose the possibility of understanding more about	our cultural heritage
	2 05 PARAPHRASE Now listen again and note the words a to the words in italics in the summary.	
1	The word change can collocate with all of the adjectives in the box. Do the adjectives mean large or small (change)?	Vocabulary note
C	enormous minute total dramatic modest complete immense gradual profound extraordinary sweeping minor tremendous	Change is often used in the active form when it has a passive sense, e.g. My home town has changed recently. NOT has been changed
	nfinitesimal moderate drastic slight major huge 1.2 The adjectives in the box can describe the nature or speed	Try to use a range of adjectives and adverbs to intensify or weaken the word change, e.g. There was a profound change in attitudes. Or Attitudes
	of change. Highlight or underline the synonyms of change in the sentences below. Then complete the sentences with adjectives from the box.	changed completely. NOT Attitudes had a big-change
9	mooth gradual turbulent abrupt sudden rapid temporary	
1	Everyone was grateful that there had been a very	transition between governments.
2	The stock market crash led to a very reversal in fo	
3	The government is hoping that this is only a shift	
4	There was a improvement in our sales figures from about our transformation from a small local company to a global lead	n 1990 to 2010, and this helped bring
5	This has been a period involving a great deal of str	ruggle and hardship. But it is a necessary

_ movement in favour of surveillance.

6 We are slowly witnessing a

4.3 Look at the graph and find the following.

a gradual increase a steady rise a slight fall a marked difference a temporary levelling out a very slight rise



- Write the verb + adverb form of the phrases in 4.3.
- 4.5 Complete the description below with the words in the box.

periodic period temporarily remained and steady steadily by from trend

The graph shows changes in the price of fresh fruits and vegetables, sugar and sweets, and carbonated drinks over a thirty-year 1______ in the US between 1979

²______ 2009. The graph also shows the general ³______ in the consumer price index during this time.

While the consumer price index showed a slow and 4______ increase from 1979 to 2009, the same cannot be said for the price of carbonated, or soft, drinks. After rising briefly between 1979 and 1981, they 5______ fairly constant until 1999, when the price did begin to increase slowly.

In contrast, there was a marked difference in the price of fresh fruits and vegetables, which, despite

6_______ fluctuations, rose 7_______ throughout this period. In fact, fresh food
prices only levelled out 8______ between 1990 and 1992 and again 9______ 2000
to 2001. However, 10______ 2008 the price had increased by more than 300%.

Answer the questions. Try to use some of the new language from this unit in your answers.

- 1 Has your city or town changed over the past 20 years? (If so, in what way?)
- 2 What changes do you think we will see in the next 20 years?
- 3 Do you think our lives are changing too quickly?
- 4 How difficult is it for older people to adapt to new changes?
- 5 What changes would you like to see in the future?
- 6 How different is life today compared to when your grandparents were young?



Error warning

Be careful with the prepositions you

use after the word change: There has been a change in our plans, NOT a-

change-on We've made some changes to

the design. NOT made some changes with



I4
@IELTS_8

Test practice

Reading

You should spend about 20 minutes on Questions 1-12, which are based on the Reading Passage below.

Remnants of the past

In a museum laboratory, Irene Good is studying pieces of silk from long-lost cloth found at archaeological sites in western Europe and central and south Asia. Good immerses the threads in a solution to tease apart the strands of protein. Then she uses several methods of biochemical analysis to examine the proteins' amino acids. What amino acids are present and the order they are in vary in different species of moths and therefore give a clue to the place where the silk was made.

'What I love most is being able, not just to alter what's known, but to improve access to the past based on very tiny pieces of evidence. Until recently, it was assumed that all [ancient] silk was from China,' says Good, a specialist in fibre analysis and ancient-textile production and trade at Harvard University's Peabody Museum, 'Scholars held that any silk dating from 2400 to 700 B.C. was carried afar on trade routes from China. But our work is now calling that assumption into question.' Her findings indicate that the ancient silk came not from domesticated Chinese silkworms but from species of wild moths native to western Europe and Asia. 'Now it looks like some of the silk industry outside China was earlier than thought and more widespread,' Good says.

Today, Good and other researchers are applying high-tech methods of chemical analysis to ancient textiles and fibres to glean unique clues about past civilisations. The results are shedding light on many aspects of daily life among early peoples. Much of the insight is coming from minuscule samples of textiles, which archaeologists categorise as 'fibre perishables'. Until recently, these remains were usually overlooked because they were frayed, discoloured or too fragile to withstand the rigours of analysis.

'Because textiles are organic, they're subject to biological deterioration from air, water, minerals, insects and fungi. All kinds of things attack organic material and use it as their dinner,' says Joseph Lambert of Northwestern University in Illinois. He is a pioneer in the use of analytical-chemical techniques for the study of archaeological materials. Most cloth and other fibre goods degrade over time and eventually disappear. However, according to Lambert, in some cases ancient textiles survived well because they'd spent centuries in arid, freezing or low-oxygen environments, such as well-sealed tombs. Scientific interest in ancient textiles and other fibre objects is burgeoning. 'Today, we're finally combining archaeological background with training in [scientific] instrumentation to put it all together,' says Lambert.

Chemical analysis and powerful microscopy can reveal remarkable characteristics of textiles: what plants and animals the fibres came from, how the yarns were made, what weaving techniques were employed and what dyes or pigments were used to colour them. Such information, combined with other evidence, enables researchers to infer the technological skills of ancient civilisations and the cultural importance of their textiles, notes Kathryn Jakes of Ohio State University in Columbus.

Among the fabric samples Jakes has analysed are carbonised scraps from Hopewell burial sites, which were typically earth mounds. Analyses have revealed decorative patterns indicating that at least some of the now-faded Hopewell-era textiles had been coloured. 'The presence of colour reflects a significant level of technology, including knowledge of colourants in nature and of methods required to affix them to organic materials,' says Jakes, She and her colleagues have conducted experiments to find out what combinations of plants and minerals the Hopewell groups may have used to produce various colours. Prehistoric people probably used plants like sumac and bedstraw as dyes, Jakes says, because caches of those seeds have been recovered from archaeological sites although the plants have no known dietary use. In one set of experiments, for example, the researchers made dye baths from sumac berries and bedstraw roots combined with different mineral fixatives. When the researchers tested the baths on fibres from milkweed plants and rabbit hair, only one combination - sumac, bedstraw, and potassium carbonate - produced a deep red that was colourfast.

Richard Evershed of the University of Bristol is another pioneer in the chemical analysis of organic archaeological materials. In the Sept. 16 issue of Nature, he and his colleagues describe their study of cloth wrappings from animal mummies of Ancient Egypt. The Egyptians preserved millions of mammals, birds and reptiles as votive offerings. Scholars had assumed that ancient people used relatively simple and inexpensive methods to prepare this multitude of animals for burial. Evershed's findings call that assumption into question. His team analysed samples from cat, hawk and ibis mummies. The embalming substances turned out to include fairly exotic materials, such as oils, beeswax, sugar gum and tree resins and were as complex as those used for human mummification. Evershed suggests that the Ancient Egyptians had surprisingly sophisticated knowledge of how to use various preservatives.

The study of ancient textiles and other organic materials is a much-needed counterpoint to the traditional archaeological focus on objects made of stone, bone, metal and clay, says Penelope Drooker of the New York State Museum in Albany. Evidence from tools and weapons can lead to skewed interpretations of past life, she says. Until fairly recently in human history, Drooker points out, perishable goods comprised a large part of the materials of everyday life. At some archaeological

sites in western North America, for example, an estimated 95 per cent of recovered artefacts were made of wood, bark, plant fibre, leather, fur or feathers.

As sophisticated techniques of analysis have revealed more detailed information about ancient textiles, scholars have been rethinking ideas about the early development of skills such as spinning and weaving. Fibre samples found in caves in France had convinced scientists that textile production first arose about 15,000 years ago. Now, some scholars assert that weaving and cloth making developed considerably earlier. After examining early representations of human clothing, Elizabeth Barber of Occidental College in Los Angeles concluded that textile weaving is at least 20,000 years old. A specialist in the Bronze Age and Neolithic cultures of the Aegean and southeast Europe, she has argued that fibre-making expertise was as revolutionary as the creation of equipment for working with stone and metal, Learning to twist plant and animal fibres into string-like yarns enabled prehistoric people to weave nets, baskets and other objects that eased the chores of everyday life, Barber explains in her extensive writings. As the tasks of providing food, clothing and shelter were divided between men and women in tribal societies, she says, women became the primary weavers because they could perform that activity while tending children.

Questions 1-6

Look at the following statements and the list of people on the opposite page.

Match each statement with the correct person.

Write the correct letter, A-E, next to guestions 1-6.

NB You may use any letter more than once.

- 1 Very old cloth can be preserved by the conditions around it.
- 2 The ability to create things out of cloth had as great an impact on society as the invention of tools.
- 3 Evidence has led to a re-evaluation of where certain materials originated.
- 4 Studying cloth can teach us about the expertise of early peoples.
- 5 We can use very small remnants of cloth to learn about ancient life.
- 6 Archaeologists can get misleading information from objects used for fighting.



Test tip

In the IELT'S Reading test, some of the questions will be in the same order as the passage and some will not. For items that ask you to match people with statements or theories, the people in the box will be in the same order as the passage, but the questions will be mixed up.

List of people

- A Good
- B Lambert
- C Jakes
- D Drooker
- E Barber

Questions 7-13

Do the following statements agree with the claims of the writer in the Reading Passage?

Next to questions 7-13, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 7 Information about an insect can offer evidence about the origins of a piece of cloth.
- 8 Scientists have long realised the potential of ancient scraps of material.
- 9 According to Lambert, we can predict the amount of time that organic materials can last.
- 10 Joseph Lambert has led the way in research techniques of archaeological artefacts.
- 11 Jakes' experiments with dye were the first of this kind to be carried out.
- 12 Evershed's evidence supports the theory that Ancient Egyptians used a basic method to preserve mummies.
- 13 Researchers have used new data to question previous theories about the expertise of early people.



Test tip

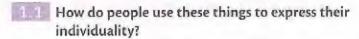
Yes / No / Not given items are similar to True / False / Not given items. Both of them will be in the same order as the information in the passage. The only difference is that Yes / No / Not given items are based on the opinions of the writer and True / False / Not given items are based on facts within the passage. The most important thing to remember is that if the fact or opinion cannot be verified in the passage (as either True or False), then it is Not given.

3

No man is an island

Individuality, community

Individuality



___ clothes ___ bedroom ___ car ___ internet ___ music ___ hairstyle

1 2 Listen to someone talking about individuality and tick the things in 1.1 that he mentions.

11.3 Now listen again and notice these phrasal verbs.
Which two have a similar meaning?

blend in with stand out from fit in with

Check the meanings of the phrasal verbs in the box.

Replace the underlined phrases in the sentences below with a phrasal verb from the box. There may be more than one possible answer.

fit in (with) stand out (from) break away (from) opt out (of) blend in (with) drop out (of) join in

- 1 I feel uncomfortable if I'm forced to participate in group activities.
- 2 I don't like to be noticeable in the crowd. I'd rather look the same as everyone else.
- 3 My friends started going out late to nightclubs so I decided to dissociate myself from the group.
- 4 When people feel isolated and rejected, they sometimes abandon society altogether.
- 5 New migrants may feel that by changing to <u>assimilate into</u> their new community, they are losing some part of their individuality.

Read the passage on the opposite page and complete these sentences with the correct ending (A-F).

- 1 In the past, tattoos were judged to be
- 2 Tattoos are now
- 3 Famous people help to establish
- 4 Throughout the United States, local governments have developed
- 5 Society's previous attitude towards people with tattoos could be described as



Vocabulary note

The words individuality and behaviour are almost always used in the singular, not the plural:

Everyone should try to maintain their individualities individuality.

Parents are responsible for their children's behaviours

Originality is used to refer to a piece of work that is not copied from others, e.g. I don't like his style, but you have to admire the originality of his work.

- A stereotypical.
- B a more tolerant attitude.
- C harmful to society.
- D behaviour patterns.
- E self-destructive.
- F approved of by society.

The cultural status of tattooing has steadily evolved from that of an anti-social activity in the 1960s to that of a socially acceptable fashion statement today. First adopted and flaunted by influential rock stars like the Rolling Stones in the early 1970s, tattooing had, by the late 1980s, become accepted by ever-broader segments of mainstream society. Today, tattoos are routinely seen on rock musicians, sports stars and other public figures who play a significant role in setting the culture's behaviour patterns.

The market demographics for tattoo services are now skewed heavily toward mainstream customers. Tattooing today is the sixth fastest-growing retail business in the United States. The single fastestgrowing demographic group seeking tattoo services is, to the surprise of many, middle-class suburban women. The state and local governments of New Jersey, like those of other regions across the United States, are being forced to alter their attitude and laws in response to the changing cultural status and popularity of tattooing and have now adopted a more open-minded approach to tattoos.

According to one recent journal, tattoos were most common among motorcyclists, criminals and gang members. However, these stereotypical associations have changed over the past 20 years and it is estimated that almost half of the tattoos now being done are on women.

- PARAPHRASE Now find words and phrases in the passage with a similar meaning to the words in italics in A-F in 2.1.
- Use a dictionary to check the meaning of the following words from the passage.

 Then use them to complete the sentences below.

fl	aunt	suburban	influential	segment	skewed	status	
1	Celet	orities are ex	tremely		in setti	ng fashio	on trends.
2	The	chart shows	that people o	over 65 forr	n the faste	st-growin	ng population
3	Man	y rich people	e	thei	ir wealth t	hrough tl	heir expensive cars and grand houses.
4	Thes	e figures are		beca	use not al	l of our c	ustomers have paid their bill yet.
5	Not e	everyone dre	eams of a qui	et,		life. Mar	ny find it dull and boring.
6	Isoo	n realised m	у	wh	en I was as	ked to us	se the tradesman's entrance.

Community

- [3.1] Look at the following list of opinions about groups and society and make sure you understand all of the vocabulary used. Listen to a talk and tick the opinions you hear expressed.
- When people conform, it helps make society more peaceful.
- Some people obey social customs without question.
- 3 ____ Conventional people help keep our traditions alive.
- 4 ____ Some multicultural societies focus more on developing traditional ways than others.
- 5 ____ As time passes, our idea of what is normal changes.
- 6 ____ Some people try to be different from the group.
- 7 ____ Some people create an alternative social group and rebel against the traditional way of life.
- 8 ___ In the 1970s, it was usual for hippies to wear second-hand clothes.



- 3.2 PARAPHRASE Now listen again and note the words and phrases with a similar meaning to the words in italics in 3.1. You may need to listen several times and/or read recording script 07 at the back of the book.
- COLLOCATION The words in the box collocate with either social or group. Use the words to complete the sentences.

Vocabulary note

The following are collocations with the word community: a vibrant community, a close-knît community, the farming community, the rural community, the ethnic community. Use your dictionary to help make a list of some more.

behaviour	decline	interaction
member	minority	pressure

- Many people fear that relaxing our laws on alcohol consumption will lead to social _______.
- 2 Each new group ______ is expected to undergo a special induction programme.
- 3 In developed countries, smoking is now seen as anti-social ______.
- 4 Social _______ is very important for new migrants if they are to feel part of their new community.
- 5 groups tend to have a lot less power in the community than more dominant groups.
- 6 People often give in to peer group _______to conform, simply to make life easier.
- PRONUNCIATION s+h are not the only letters that make the sound $/\int$. Look at the following pairs of words and decide if the underlined sounds are $/\int$ / or /s/.
- 1 censored censured 4 partial parcel 7 furnish furnace 10 sealed shield
- 2 coarsen caution 5 seek chic 8 subtle shuttle 11 rust rushed
- 3 censure sensor 6 chauffeur sofa 9 crust crushed 12 sip ship
- 5.2 Listen and circle the word in each pair in 5.1 that you hear. When you have finished, if possible, ask a friend to listen as you read the words and get them to point to the word you are saying.
- 5.3 Look at the following questions and the opening phrases below. Try to answer the questions, beginning with one of the opening phrases.
- 1 What type of activity do you prefer to do alone and with a group?
- 2 How important do you think it is to be an active part of the community?
- 3 Why do you think that some people find it difficult to join in certain activities?
- 4 What can we do to help new people feel part of a group?
- 5 Some people think the government should help people feel part of the community. Do you agree?

Hmm, that's a difficult/interesting question because ...

Well, not really, because I feel ...

Oh, I think it's essential. I mean ...

Well, yes, to a certain extent, but I think ...

Well, it really depends on the individual.

I think some people, especially ...

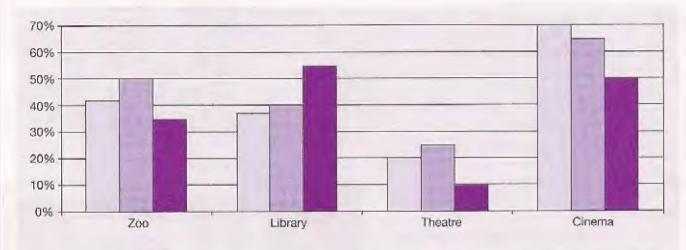
Test practice

Writing Task 1

You should spend about 20 minutes on this task.

The chart below shows the places visited by different people living in Australia.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



☐ Born in Australia ☐ New migrants born in English-speaking countries ☐ New migrants born in other countries

Write at least 150 words.	
Plan your answer here:	

	,
	Test tip
·	You will increase your Writing Band Score in Academic Writing Task 1
	if you (1) mention all the major features of the statistics or charts;
	(2) make sure you describe the statistics accurately; (3) paraphrase
	the information in the question; (4)
tagethan and the state of the s	avoid repeating the same words and phrases and try to vary the sentence
411116011111111111111111111111111111111	structures you use; and (5) give an

overview of the most important

trends or patterns.



Scientific discovery

Chemistry, medicine

Chemistry

How much do you know about chemistry?

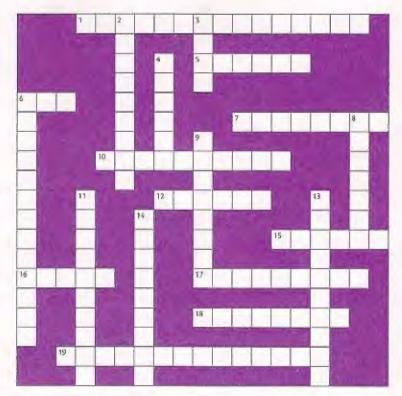
- 1 Can you name at least three common chemicals?
- 2 What do we call a scientist who studies or works with chemicals?
- 3 What kinds of household products contain harmful chemicals?
- 4 What does H₂O stand for?
- 5 What kind of chemicals do farmers use?



1.2 Complete the crossword.

Across

- 1 the kind of industry which produces medicines
- 5 a chemical found in diamonds and coal
- 6 The gas we breathe out is _____
- 7 Mixing chemicals may cause a chemical
- 10 a natural or chemical material used by farmers to help grow crops
- 12 Plants _____ water through their roots and sunlight through their leaves.
- 15 a household chemical product used to disinfect
- 16 another word for poisonous
- 17 a way of describing a material with particular physical characteristics
- 18 the release of a gas
- 19 the chemicals derived from petrol or natural gas Down
- 2 The chemicals added to food are called food
- 3 an abbreviation for the gases which have now been removed from aerosols to protect the ozone layer
- 4 See 13 down.
- 6 A nuclear accident may cause ______
 of the surrounding area.



- 8 the opposite of synthetic
- 9 the different types of synthetic material which can be moulded and shaped to make many products
- 11 chemicals used to kill unwanted insects
- 13 and 4 an increase of gases in the atmosphere leading to global warming
- 14 a form of energy from nuclear power which is dangerous to humans and animals

2.11 Read the passage and work out what the numbered words mean. Use the words on either side of the numbered words to give you a clue.



Test tip

You are not expected to know more than the common chemical terms. Technical words will usually be explained in the text or in footnotes.

Many of us are exposed to a range of toxic substances in our daily lives. According to Professor Jack Ng of the University of Queensland: 'We are seldom exposed only to a single contaminant in the environment -

but more often than not to a cocktail of chemical mixtures. Exposure can take place at a contaminated site or via the food chain. Examples include mixtures of petroleum 'hydrocarbons, metals and 2metalloids in mining and pesticides on or in the food we consume.'

Dr Ng cautions that health risk assessment of chemical mixtures can be complex and it is often very expensive to get sufficient evidence-based data for proper evaluation. He asserts that the notion that a single exposure to a chemical mixture automatically places a person into a higher risk category is an urban myth that has no foundation. He states that: "The facts about toxicity remain the same for either a single chemical or a mixture of chemicals: it is the "dosage that makes them poisonous." When assessing the toxicity of a substance, it is important to have a good understanding of how the different contaminants in the mix may interact both with one another and inside any creature which absorbs them. Sometimes these reactions can make a substance more, or less, toxic. Professor Ng said the cost of analysing all the possible interactions and effects of any 5compound mixture would be immense.

2.2 Match the numbered words in the passage with the following extracts from footnotes to it.

- a commonly told story not based on fact
 the amount of medicine you should take
- a mixture of carbon and hydrogen
- · something that can act like a metal
- a chemical that combines two or more elements

Answer the questions. Use NO MORE THAN THREE WORDS from the passage.

- 1 Apart from a polluted location, through which other means can humans come into contact with toxic chemicals?
- 2 According to Professor Ng, what substance may be present on what we eat?
- What does Professor Ng call the idea that being exposed to chemicals once can put us in danger?
- What does Professor Ng say is the most important factor when judging how toxic a chemical mixture is?
- According to Professor Ng, what stops us from examining all the potential consequences of mixing chemicals?
- PARAPHRASE Now find words and phrases in the passage with a similar meaning to the words in italics in 2.3.
- 2.5 Try to answer the following questions. Remember you need to show a wide range of vocabulary to achieve a good IELTS Band Score, so use some of the vocabulary from the exercises above.
- 1 Do you think there is enough control of the use of chemicals in our society? (Why? / Why not?)
- Do you think we are too dependent on chemicals nowadays? (Why? / Why not?)
- 3 Have chemicals improved our life or made it more dangerous?
- 4 Who do you think should be responsible for chemical spills which damage our environment?
- 5 How will our attitude to chemicals change in the future?



Medicine

1 Listen to a talk about natural medicine and complete the summary. Write NO MORE THAN TWO WORDS for each answer.

Ancient cultures made medicines from plants and animals. Modern sci				
to fight 3 The field of medical science is taking the mical 4 found naturally in plants). Scientist the health benefits of drinking green tea. Those who provide funding found supportive of 5 therapies. As a result, scientist may help with Alzheimer's disease. They are attempting to find the examination of the exa	ng an interest in phytochemicals (i.e. sts have already been able to show or medical research are now more ts are studying how antioxidants			
Researchers have discovered that when phytochemicals are in a ⁸ cannot ⁹ them easily. They are using nanotecl 10 that will slowly release the medicine.				
Hospitals around the world are having problems with ¹¹ with antibiotics. ¹² are now using ¹³				
It'simpossible for governments to control our diet. When I was diagnosed with diabetes, they told me I couldn't eat	starving, disastrous) can only be us with extreme adverbs (e.g. utterly, absolutely). Extremely is used with same kind of adjectives as very an so is not an extreme adverb. Most adjectives which can be used with very can also be used with highly,			
chocolate, which I found difficult.	slightly and extremely.			
Patients with diseases that arecontagious are isolar the coastline has been spoiled by the illegal dumping of				
Pesticides can be harmful to any creature living in				
We found that the acidity of the soil waslower th				
COLLOCATION Decide if the adjectives in the box collocate we extremely. Some of the adjectives can collocate with more than	with the adverb highly, absolutely or			
essential terrible probable skilled anxious valued necessary crucial useless recommended disappointing overweight vital				
ghly:				
solutely:				
tremely:				

Test practice

Reading

You should spend about 20 minutes on Questions 1-13, which are based on the Reading Passage below.

Selling the health benefits of enriched 'phoods'

- A The introduction of iodine to Morton Salt in 1924 was instrumental in eradicating a dangerous thyroid condition called goiter from the U.S. population. It was also the first time a food company purposely added a medically beneficial ingredient to food to help market that product. Eighty years later, the food industry is intensively researching all kinds of other healthful ingredients it hopes to use to help sell otherwise everyday foods. Functional foods, or 'phoods' as they're sometimes called to connote the intersection of food and pharmaceuticals, have been trickling into supermarkets over the past several years - think of calcium-enhanced orange juice and cholesterol-lowering margarine, for example. But they met with mixed success at first because consumers didn't know or care enough about the new ingredients.
- B Now, though, consumers' growing awareness of health and nutrition, and new regulatory rulings that will make it easier for manufacturers to make health claims on packaging, are re-energizing the 'phood' business. Once again, food companies see functional foods as a way to boost sales in a highly competitive market. 'It's definitely a big deal,' said David Lockwood, editor of a recent report on functional foods by market research giant Mintel International Group Ltd. 'We expect [the functional foods business] to grow about 7.6 percent annually - that's about twice as fast as the overall food market is going to be growing.' At the recent annual meeting of the Food Marketing Institute, fully half of the 75 new products one major food company introduced had a 'health and wellness' focus, the company said. That's up from 15 percent of its new products the year before.
- C Many of these products have added vitamins and minerals, such as a new juice drink that provides 100 percent of a child's daily vitamin C requirement, and a smoothie boosted with calcium. Lutein, linked to vision health, is now

- added to prune juice. Soy protein, which can help prevent heart disease, is being added to new breakfast cereals. Major food giants are actively unveiling products overseas, including yogurt with probiotic bacteria, to aid digestion. These nutritionally criented products make up just 8 percent of company sales but account for 20 percent of its research budget, according to company spokesman Hans-Joerg Renk.
- D 'There's a lot of research and development going on into what kinds of products people want, what kinds of products we can produce to meet the demand – that taste good and will be successful in the marketplace – and how we communicate the benefits,' said Michael E. Diegel, a spokesman for the Grocery Manufacturers of America. Vitamin water drinks, spiked with nutrients such as taurine, vitamin C, calcium and potassium, can be found on shelves of gourmet shops and supermarkets. Officials at privately owned Energy Brands Inc. attribute much of the dramatic growth in sales to consumers' rising interest in nutrition and wellness.
- Food marketing professor Nancy Childs, of St. Joseph's University in Philadelphia, said the widespread awareness of the low-carb phenomenon has led many consumers to check food labels while trying to lose weight. 'It starts to make them think about their food in terms of its nutritional components,' she said, which makes it easier to introduce other ingredients such as soy, fiber and many lesserknown compounds. Although more consumers may be ready to try the new products, the real driver behind the reborn interest of food manufacturers comes from science and the government. Government labs, universities and private companies are doing more research on the health effects of many nutrients, food scientists say, but much of it falls short of the full-scale clinical trials that the Food and Drug Administration has required for use in marketing.

- F Beginning this spring, the FDA started allowing 'qualified health claims' on foods, telling consumers about ingredients that current science 'suggests' might be helpful in preventing certain diseases and medical conditions. 'FDA feels that this does provide more information to the consumer,' said Kathleen C. Ellwood, director of the agency's division of Nutrition Programs and Labeling. 'It's more to empower the consumer, to make them more aware of possible health benefits in these foods.'
 - That allowance has opened the floodgates. Dozens of petitions have been filed with the agency seeking permission for such claims: sports drink maker American Longevity wants to claim that lycopene reduces the risk of cancer; coral calcium producer Marine Bio USA has petitioned for a claim that calcium can reduce the risk of kidney stones; and the North American Olive Oil Association wants permission to use a claim that monounsaturated fatty acids can reduce the risk of heart disease. Consumers will start seeing these claims on packages soon, though some nutritionists and scientists are worried that the findings aren't rock solid. The non-profit Center for Science in the Public Interest has filed suit against the FDA, arguing

- that the new program violates the 1990 Nutrition Labeling and Education Act, which mandated a higher level of scientific agreement for marketing the health benefits of ingredients.
- G Others fear there will be so many claims they will just become more noise to already bewildered consumers. 'I'm concerned that too many such claims will cause consumers to tune out and make all of them ineffective, 'said Clare Hasler, executive director of the Robert Mondavi Institute for Wine and Food Science at the University of California at Davis. So far, the FDA has approved only a handful of qualified health claims, and they show the limitations that this new system may have, for consumers and food companies. The California Walnut Commission, for example, wanted permission to put this claim on packages of walnuts, which are high in Omega-3 polyunsaturated fatty acids: 'Diets including walnuts can reduce the risk of heart disease.' The agency approved wording that is not quite as snappy for package design: 'Supportive but not conclusive research shows that eating 1.5 oz. of walnuts per day, as part of a low saturated fat and low cholesterol diet, and not resulting in increased caloric intake, may reduce the risk of coronary heart disease.'

Questions 1-8

The Reading Passage has seven sections, **A–G**. Which section contains the following information?

Write the correct letter, **A–G**, next to questions 1–8 below.

NB You may use any letter more than once.

- 1 the significance of the link between consumers reading food labels and functional foods
- 2 a mention of large companies that are marketing functional foods in several countries
- 3 a reference to the success of one functional food in eliminating a disease
- 4 the reason why the FDA's new 'qualified health claims' may not benefit manufacturers
- 5 a prediction of the future sales figures for functional foods
- 6 a mention of the diet that caused consumers to focus on the ingredients in food
- 7 concern about the limitations of research being carried out into the health benefits of functional foods
- 8 the questions regarding functional foods that researchers are concentrating on

Questions 9-13

Complete each sentence with the correct ending A-G below.

Write the correct letter, A-G, next to 9-13.

NB You may use any letter more than once.

- 9 Early attempts to produce functional foods were not very successful because
- 10 People are now buying more functional foods because
- 11 The FDA has decided to allow health claims on foods because
- 12 The Center for Science in the Public Interest has taken legal action against the FDA because
- 13 The Mondayi Institute for Wine and Food Science is worried because
 - A consumers did not like the taste of the extra ingredients.
 - B it wants more researchers to support health claims before food is advertised.
 - C it wants consumers to know that certain foods can improve their health.
 - D consumers were ignorant of the benefits of the added ingredients.
 - E it thinks the abundance of health claims will confuse consumers.
 - F they are more concerned about their health.
 - G they are attracted by the design of the packaging.



Test tip

Remember to stick to the 20 minute time limit for each section. It's very easy to spend 50 minutes on the first two sections and then only have 10 minutes left for the last one.

5

Striving to achieve

Study, work

Study

- What helps to keep you motivated in your studies?
 Rate the following from 1 (not important) to 5
 (extremely important).
 - A having a group of hardworking friends you can study with
 - B being able to study when and where you choose
 - ___ C receiving a reward for your efforts
 - D getting positive feedback from your teachers or tutors
 - E taking a course that offers practical work rather than simply theoretical content
- 1.2 Listen to two people talking about studying.
 Which of the ideas in 1.1 are they talking about?

Speaker 1 ____ Speaker 2 ____



- 11.3 COLLOCATION Now listen again and read recording script 10 at the back of the book. Highlight or underline the phrases connected with study and motivation.
- All of the words in the box collocate with the word knowledge. Use a dictionary to help you complete the sentences with the correct combination. Make sure you use the correct article and preposition where necessary. There may be more than one possible answer.

broaden limited local specialist prior detailed in-depth common

- 1 Thanks to a few classes at university, I have
- 2 Since the news report, details of the business deal are now

Frror warning



Be careful with your use of articles, verbs and prepositions with the word knowledge. Look at the following examples:

You have a gap in your knowledge. NOT of your knowledge

His knowledge of classical music is amazing. NOT knowledge about / for Visitors should acquire knowledge of the local customs. NOT get the knowledge

3	Being a political reporter r	equires	national and international affair
			- recording area mice indepondent

- 4 Visiting the country did so much to ______ the language and people.
- 5 The Spanish course is for absolute beginners so no _______ is required,

Complete the table. Try to give all possible forms of the words.

Verb	Noun	Adjective	Verb	Noun	Adjective
analyse			formulate		
		assessable	hypothesise		
conceptualise				indication	
	consistency		interpret		
contextualise		contextual			significant
		definable			theoretical
	establishment				valid

- Read the passage below and decide which paragraph (A-D) the following ideas are from.
- 1 The people who took part in the study learnt to play a new video game.
- People have a greater feeling of having accomplished something at the beginning of the learning process.
- 3 Scientists have discovered that by calculating the volume of areas of the brain they can forecast how well you will carry out a set task.
- The study was carried out in Illinois.
- There is growing proof that certain areas of the brain strongly affect our ability to acquire new skills.
- A It is possible to predict your performance on a video game simply by measuring the volume of specific structures in your brain, a multi-institutional team of researchers announced this week. The study, headed by Kirk Erickson, a professor of psychology, adds to the evidence that specific parts of the brain profoundly influence a person's ability to refine his or her motor skills, learn new procedures, develop useful strategies and adapt to a quickly changing environment.
- B Participants in the study were taught to play Space Fortress, a video game developed at the University of Illinois. Half of the participants were asked to focus on maximising their overall score in the game while also paying attention to the various components of the game. The other participants had to periodically shift priorities, improving their skills in one area for a period of time while also maximising their success at the other tasks. The latter approach, called 'variable priority training', encourages the kind of multitasking that is commonly required in daily life.
- C The researchers found that players who had a larger nucleus accumbens (an area of the brain) did better than their counterparts in the early stages of the training period. This makes sense, Erickson said, because the nucleus accumbens is part of the brain's reward centre, and a person's motivation for excelling at a video game includes the pleasure that results from achieving a specific goal. This sense of achievement and the emotional reward that accompanies it is likely to be highest in the earliest stages of learning, he
- D Players with a larger caudate nucleus and putamen (two other areas of the brain), learned more quickly and learned more over the training period. 'This study tells us a lot about how the brain works when it is trying to learn a complex task,' Erickson said at the conclusion of the research, which was conducted in Illinois, Such information might be useful in education or in treating disability or dementia.
- PARAPHRASE Find words and phrases in the passage with a similar meaning to the words in italics in the ideas (1-5) in 3.1.

11 Listen to a talk about employment and complete the notes using NO MORE THAN TWO WORDS for each answer.

	not attending university will limit ye	rk in the 1 sector					
Cr	arrent work situation						
	can earn a good living by taking a 2_		course				
	traditional jobs not requiring univer	sity study	v can pay reasonably well, e.g. 3				
0							
0	new categories of work now, e.g. 'ch the environment) – this is where ma	rome-col	lar' (5) or 'green-collar' (linked to				
St	udy options						
6	no longer necessary to study for a -						
0	many courses lead to an 8		where you can learn as you work				
ò	more graduates are attending comm	unity col	lege to learn a 2				
0		rk life as	one 10 in the way their				
	men a de a come a di d						
4.	grandparents did Match the words and phr	ases (1–	10) from the recording with the definitions (a-j).				
4.			10) from the recording with the definitions (a–j). a term used to describe jobs done with the hands				
	2 211 Match the words and phr	а					
	Match the words and phr	а	a term used to describe jobs done with the hands				
	Match the words and phr iob market employable	a b c	a term used to describe jobs done with the hands areas of interest or study				
	Match the words and phr job market employable a living wage	a b c	a term used to describe jobs done with the hands areas of interest or study the supply of jobs available				
	Match the words and phropological Match	a b c	a term used to describe jobs done with the hands areas of interest or study the supply of jobs available a term used to describe office jobs				
	Match the words and phropological Match	a b c d	a term used to describe jobs done with the hands areas of interest or study the supply of jobs available a term used to describe office jobs series of jobs that will lead to your goal				
	Match the words and phropological Match	a b c d e f	a term used to describe jobs done with the hands areas of interest or study the supply of jobs available a term used to describe office jobs series of jobs that will lead to your goal learning while you work				
; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	Match the words and phropological market employable a living wage blue-collar jobs / manual labour white-collar jobs career paths	a b c d e f	a term used to describe jobs done with the hands areas of interest or study the supply of jobs available a term used to describe office jobs series of jobs that will lead to your goal learning while you work enough pay to live on				

- Finding the cure was a process of trial and error / give and take. We tried out many theories and failed many times before finally succeeding.
- We are making a human endeavour / concerted effort to solve this problem.
- It was only after several weeks of strenuous exercise / feeble attempts that I finally regained my fitness levels.
- Building the pyramids was an amazing feat of human endeavour / physical activity.
- He's currently employed as a labourer, which requires far too much mental concentration / physical exertion.

Test practice

Speaking

Part 1 (4-5 minutes)

The examiner will ask you some questions about yourself, your home, work or studies, and familiar topics.

- 1 Do you like the building where you live? (Why? / Why not?)
- 2 What can you see from the windows where you live?
- 3 Are team sports popular in your country?
- 4 How important is it for children to do a team sport?
- 5 What kinds of food do people eat in your culture?
- 6 Is it a good idea for families to sit down to eat together? (Why? / Why not?)
- 7 Is there anything expensive that you would like to buy? (What is it?)
- 8 Does owning expensive things make people happy? (Why? / Why not?)

Part 2 (3-4 minutes)

The examiner will give you a topic like the one on the right and ask you to talk about it for one to two minutes. Before you talk, you have one minute to think about what you are going to say. The examiner will give you some paper and a pencil so you can make notes if you want to.

Describe a school you attended. You should say:

- what you learned there
- how long you studied there
- what the teachers were like and explain whether you enjoyed studying there.

Part 3 (4-5 minutes)

The examiner will ask some more general questions which follow on from the topic in Part 2.

- 1 Can you identify what makes a good student?
- 2 Would you agree that subjects like science and maths are more difficult than art and literature?
- 3 What social skills do children learn at school?
- 4 Is there too much emphasis on academic study at school?
- 5 Do tests and exams help students to learn information?
- 6 Can you evaluate the importance of compulsory state education?
- 7 Should governments encourage students to take certain subjects at university?
- 8 Can you speculate on the challenges that universities will face in the future?



Test tip

Remember to give long answers to the questions. Include opinions, reasons and examples to extend your answer. You can also talk about different situations in your country or in other cultures.



Test one (Units 1–5)

1 -	An open friendly mann	er is	of this	region	١.		
	A personality		character	_	characteristic	D	individuality
2	The children have been	n as go	ood as gold. So wel	,,,,,,,			
	A adjusted	В	dressed	C	intentioned	D	behaved
3	I thought his comment	about	my putting on too	much v	weight was quite	·	
	A sensitive	В	egotistical	C	tactless	D	cynical
4	Our decision to go on	holida	y abroad was very		The weath	er at ho	me was terrible.
	A sensible		selfish		sensitive		selfless
5	My sister is really self		She can jo	oin in a	group without any	introdu	ctions.
	A centred		confident		controlled		absorbed
6	I read the newspapers the world.	every	day because I like t	o be w	/ell	about w	hat's going on in
	A informed	В	educated	C	known	D	brought-up
7	The par	agrapi	n gives the backgro	und to	their research proje	ect.	
			retrospect		bygone		preceding
8	These are very		times, and it may	be a wi	hile before everythi	ng retur	ns to normal.
	A temporary		contemporary				turbulent
9	There has been a dran	natic	in the	way w	e see modern soci	ety.	
	A alteration	В	amendment	C	variation	D	shift
10	The graph shows a		contrast betw	een Ul	K and US sales.		
	A marked	В	slight	C	steady	D	noticed
11	There was only a		change in the da	ata bet	ween 2000 and 20	10.	
			profound		slight		tremendous
12	The archaeologists un	covere	ed several important	44444444	at the site		
	A ancients						noticed
13	We can all show our in some way through our clothes and personal style.						
	A individuality	В	individualities	C	behaviour	D	behaviours
14	When I lost my job, I to each day.	ried to	maintain a sense of		by dressir	ng in my	usual work clothes
	A originality	В	individuality	C	normality	D	personality
15	Many people see smo					/S.	
	A mainstream	В	cultural	C	anti-social	D	conventional

16	There was a worryin	g article recently about th	e social of mod	lern America.			
	A pressure	B decline	C interaction	D behaviour			
17	At work, you make fi	iends with people of diffe	erent ages and outside of your	group,			
	A social	B minority	C cultural	D peer			
18	It's a very	community and peor	ole are generally very supportiv	ve.			
	A close-knit	B diverse	C isolated	D deprived			
19	The company was for	orced to close when the	effects of their p	roducts were discovered.			
	A harmful	B alternative	C therapeutic	D beneficial			
20	She was so sick tod	ay that it is highly	your teacher will be ab	sent tomorrow.			
	A impossible	B likely	C disastrous	D essential			
21	Thec	ompany spent millions of	dollars marketing their new w	onder drug.			
	A pharmacy	B pharmacist	C pharmacology	D pharmaceutical			
22	When the two subst	ances are mixed, a	reaction takes place.				
	A chemistry	B chemist	C chemical	D chemicals			
23	Although the drug is	very effective, it does ha	ve some unpleasant				
	A side effects	B benefits	C therapies	D remedies			
24	There is no need to	There is no need to worry about being near other people as the condition is only slightly					
	A effective	B contagious	C dangerous	D terrible			
25	I thought it was	knowledge tha	t she was pregnant.				
	A limited	B common	C local	D basic			
26	The results were	with the previ-	ous tests we had undertaken.				
	A theoretical	B inferred	C consistent	D evident			
27	The idea of manual doesn't appeal to me at all.						
	A effort	B labour	C endeavour	D exercise			
28	It's important to set	clear goals and map out y	your path,				
	A profession	B job	C work	D career			
29	We made one last	effort to mo	ve the broken-down vehicle.				
	A manual	B concerted	C physical	D exerted			
30	My father's knowled	getrains w	vas almost encyclopaedic.				
	A about	B for	C in	D of			

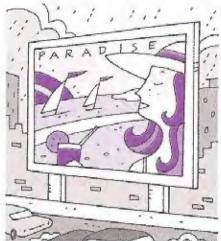


Powers of persuasion

Advertising, marketing

Advertising







Which of the different kinds of adverts and advertising in the box are shown in the illustrations? Where would you find the others?

sponsorship commercials pop-up ads brochures billboards banner ads telemarketing jingles flyers

Listen to two people discussing advertising.
Which types of advert/advertising do they mention?

Error warning



Advertising describes the business of persuading people to buy things. Advertisement, and the abbreviations advert and ad, are used to refer to printed, audio or film products that are used to sell something, e.g. I saw a funny advertisement on TV. NOT I saw a funny advertising on TV. Commercial is only used for ads on radio or TV.

Types of advert/advertising	Adjectives
Speaker 1	irritating persuasive disappointing ubiquitous convincing distracting compelling repetitive
Speaker 2	invasivepersuasiveinfuriatingslickirritating unavoidablecatchyeffective

Use a dictionary to check the meaning of the adjectives in the column on the right.

Listen again and tick the adjectives which describe what the speakers think of the adverts/

advertising.

[13] Now listen to a third speaker. He describes four types of advert/advertising. What are they?

Are the words in the box marketing tools, verbs or people?

jingle reassure vendor ploy gimmick client appeal assure pressurise consumer convince induce logo customer oblige urge branding entice distributor sales representative seduce slogan twist (your arm) tempt manufacturer

Choose the correct alternative to complete the sentences.

- 1 Customers can often feel pressurised / reassured into buying a product they don't need.
- 2 Many competitions are simply a marketing branding / ploy to help boost sales.
- 3 You are more likely to remember a humorous advertisement / advertising than a boring one.
- 4 Department stores often use smells and sounds to induce / entice shoppers into their stores.
- 5 The famous Nike slogan / logo was drawn by a design student who was only paid \$35.
- 6 Retailers prefer their customers / clients to make impulsive purchases rather than planned ones.

Marketing

Read the passage below and decide which sections (A-D) the following ideas are from.

- 1 techniques to encourage online shoppers to stay loyal
- 2 different concerns online shoppers may have
- 3 negative impact of the internet on businesses
- 4 responding when customers are not positive
- A In a recent study, Swinda Janda and collaborator Hong-Youl Ha of South Korea's Kangwon National University explored how businesses can cultivate and keep loyal customers and how relationships between businesses and customers mirror human relationships.
- B Janda was not surprised to find that in order to create a relationship, consumers have to perceive it will pay off, monetarily or otherwise. The study found that promotional events designed to counter customers' negative attitudes can significantly enhance the customers' likelihood of engaging in a long-term relationship with the business. For a car dealership, Janda said this could mean promotions that don't focus on a hard-sell approach but rather on providing relevant information such as the availability of rebates for the customer.
- C In terms of online retailers, in order to enhance customer loyalty, they should focus on enhancing customer perceptions of their trustworthiness. This can be accomplished by providing assurances that personal and credit

- card information is secure. Janda's research shows that it takes more than satisfaction with a product for customers to return to a retail website, and suggests that online retailers use positive reinforcement like providing customers with discounts on future purchases, or free merchandise to increase the probability of future site visits. They should also bear in mind that customers judge online retailers not just by the quality of their products but also by whether the website loads quickly, and the frequency of pop-up windows.
- D With the prevalence of social media, Janda said it is now more important than ever for companies to implement systems that are geared towards managing unhappy customers. As an example, he points to the more than eight million views for a video clip posted online by the dissatisfied customer of an airline. 'With social networking, it's very easy for one dissatisfied customer to post on his or her blog that a company messed up,' Janda said.

3.2 Now read the passage again and find the following.

- 1 a word used in farming and in business (paragraph A)
- 2 a method of selling that is very persuasive (paragraph B)
- 3 amounts of money that are returned to you (paragraph B)
- 4 the adverb form of money (paragraph B)
- 5 activities intended to advertise something (paragraph B)
- 6 a term used for shops on the internet (paragraph C)

Improve these sentences by replacing the underlined words with a phrase from the Vocabulary note.

- 1 It's amazing how many <u>things</u> are left on buses; we often find hats and scarves and even coats.
- 2 The shop specialises in things that only the very rich can afford.
- 3 As a student, I had barely any money, just enough for a few things I really needed.
- 4 At the hospital, they made a list of my things and put them in a bag.
- 5 The craft market sold many beautiful things which weren't manufactured.
- Complete the text below with suitable words from the box. Use each word once only. There may be more than one possible answer and you do not need to use every word in the box.

manufacturers exaggerate advertising selling consumer brands sales advertisements commercials customer products stuff marketing

We live in a 1such a	society where even the very young are conscious of famous s Lego and McDonald's. Because of this, I think it's important to
teach children to be wary of 3	they see on TV. There are many companies
that target young children throug	h the 4 they sell. In order to increase their
5, these	
and entertaining TV ads.	
5 camp: so pre-schoolers need to be taug learn that companies often 8 cannot keep.	igns aimed at children often feature their favourite cartoon characters it that not everything they're watching is a TV show. They also need to the features of toys and may make promises they

PRONUNCIATION Underline the syllable with the main stress in these words. Listen to check your answers. Then practise saying the words correctly.

advertise exaggerate essential advertising personal marketing advertisement luxury pressurise commercial articles brochure product possessions impulsive irritating promotional effective



Error warning



The word stuff is informal and should be avoided in the IELTS exam. Try to use a more precise word such as goods, products or items.



The following terms in bold are all useful substitutes for the word things: luxury goods, handmade products, articles of clothing, personal possessions, essential items



Test practice

Reading

You should spend about 20 minutes on Questions 1-13, which are based on the Reading Passage below.

History of advertising in the USA

Over a century ago, *Harper's Weekly* commented that advertisements were 'a true mirror of life, a sort of fossil history from which the future chronicler, if all other historical monuments were to be lost, might fully and graphically rewrite the history of our time'. Few if any historians today would claim that they could compose a complete history of an era from its advertisements, but in recent years scholars have creatively probed advertisements for clues about the society and the business environment that produced them. The presence of many excellent online collections of past advertisements provides learners as well as established scholars with the opportunity to examine these sources in new ways. The experience can be tantalising and frustrating, since advertisements don't readily proclaim their intent or display the social and cultural context of their creation. Yet studying advertisements as historical sources can also be fascinating and revealing.

Despite or because of its ubiquity, advertising is not an easy term to define. Usually, advertising attempts to persuade its audience to purchase a product or a service. But 'institutional' advertising has for a century sought to build corporate reputations without appealing for sales. Political advertising solicits a vote (or a contribution), not a purchase. Usually, too, authors distinguish advertising from salesmanship by defining it as mediated persuasion aimed at an audience rather than one-to-one communication with a potential customer. The boundaries blur here, too. When you visit a major online retailer, a screen often addresses you by name and suggests that, based on your past purchases, you might want to buy certain books or CDs, selected just for you. A telephone call with an automated telemarketing message is equally irritating whether we classify it as advertising or sales effort.

In the history of the United States, advertising has responded to changing business demands, media technologies and cultural contexts, and it is here, not in a fruitless search for the very first advertisement, that we should begin. In the eighteenth century, in colonial America, advertisements were most frequently announcements of available goods, but even in this early period, persuasive appeals accompanied dry descriptions. Benjamin Franklin's *Pennsylvania Gazette* reached out to readers with new devices like headlines, illustrations, and advertising placed next to editorial material.

Despite the ongoing 'market revolution', early and mid-nineteenth-century advertisements rarely demonstrate striking changes in advertising appeals. Newspapers almost never printed ads wider than a single column and generally eschewed illustrations and even special typefaces. Magazine ad styles were also restrained, with most publications relegating advertisements to the back pages. Equally significant, until late in the nineteenth century, there were few companies mass-producing branded consumer products. Patent medicine ads proved the main exception to this pattern. In an era when conventional medicine seldom provided cures, these manufacturers vied for consumer attention with large, often outrageous, promises and colourful, dramatic advertisements.

In the 1880s, several industries adopted new production techniques that created standardised products in unheard-of quantities, and sought to find and persuade buyers. National advertising of branded goods emerged in this period in response to profound changes in the business environment. Along with the manufacturers, other entities



also turned to advertising. Large department stores in rapidly-growing cities, such as Wanamaker's in Philadelphia and New York, Macy's in New York, and Marshall Field's in Chicago, also pioneered new advertising styles. For rural markets, the Sears Roebuck and Montgomery Ward mail-order catalogues offered everything from buttons to kits with designs and materials for building homes, to Americans who lived in the countryside – a majority of the US population until about 1920.

While advertising generated modern anxieties about its social and ethical implications, it nevertheless acquired a new centrality in the 1920s. Consumer spending was fuelled in part by the increased availability of consumer credit on automobiles, radios, and household appliances, and leisure-time activities like spectator sports and movies gained popularity in the generally prosperous 1920s. Advertising promoted these products and services. The rise of mass circulation magazines, radio broadcasting and, to a lesser extent, motion pictures provided new media for advertisements to reach consumers. Advertisements, as historian Roland Marchand pointed out, sought to adjust Americans to modern life, a life lived in a consumer society.

Questions 1-4

Choose the correct letter, A, B, C or D.

- 1 What is the purpose of the first paragraph?
 - A To state that advertisements can teach us a certain amount about the past.
 - B To tell us about the magazine which first printed advertisements.
 - C To explain how much advertisements have changed in the last 100 years.
 - D To introduce the idea that advertisements have a long history in business.
- 2 In the first paragraph, what point does the writer make about advertisements on the internet?
 - A The internet helps people who are studying historical advertisements.
 - B The constant advertisements on some internet websites can be annoying.
 - C The internet is a good medium for advertising any product.
 - D Internet sources can help us to understand the cultural significance of advertisements.
- 3 According to the second paragraph, it is difficult to
 - A sell products through advertisements alone.
 - B put advertisements into one neat category.
 - C buy advertising space for political means.
 - D produce an advertisement that appeals to everyone.
- 4 What connection does the writer make between major online retailers and telemarketing?
 - A Both offer a cheap means of selling a product.
 - B Both offer a less personal way of advertising,
 - C Both show that advertising can be as annoying as salesmanship.
 - D Both have overtaken print advertisements in their popularity.

Questions 5-13

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

History of Advertising in the USA

18th Century

- · advertisements told of goods available in a basic way

Early - mid 19th Century

- advertisements still basic
- adverts in magazines generally appeared on the 7

Late 19th Century

- only advertisements for 8 were bold and eye-catching
- modern 9 meant more products could be made
- the first time 10 products were advertised all around the country
- businesses such as 11 began to advertise

1920s

- 13 was easier to obtain so spending increased
- · new media became available (e.g. radio and cinema)

7

Test tip

For notes completion items, make sure you do not exceed the maximum number of words stated in the question but remember that less than this number is also possible. If you add extra unnecessary words then you will lose marks. NB Hyphenated words count as one word.



Ways and means

Tourism, travel

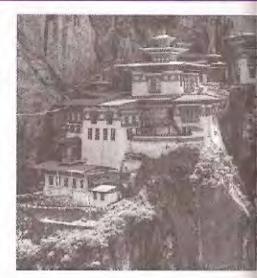
Tourism

Look at the photograph and write as many adjectives as you can think of to describe the scenery and location. Do not use nice, lovely or beautiful.

1.2 Listen to a description of the place and note the adjectives you hear which describe these nouns.

place area buildings accommodation views landscape

2.1 Read the passage about a new tourism development in Bhutan.
Are the statements on the opposite page TRUE, FALSE or NOT GIVEN?



From government ministers to rice farmers, every Bhutanese you speak with will declare that his country is in constant, imminent peril. But the invading armies they fear are those of tourists, and the threat is to their traditional way of life. After taking the throne in 1974, King Jigme Singye Wangchuck instituted a number of policies designed to preserve the country's cultural identity. While making education a priority, he restricted corrupting influences like television (which was introduced only in 1999) and required citizens to wear the nation's traditional kimono-like garb.

Looking with horror at the many negative social, cultural and environmental effects that virtually unrestricted tourism was having on nearby developing countries, the government instituted a 'low-volume, high-value' tourist policy in the 1970s that continues to this day. The only way to visit Bhutan is on a pre-arranged package deal that includes hotels, food, guide and driver. The packages cost a minimum of \$200 a day, although this is arguably not bad value, considering everything that comes with it. The policy succeeds in keeping the backpacking hordes away; only 7,000 tourists fly into Bhutan's one airport – which is serviced by just two planes – every year.

Bhutan is thus a place where travel still feels like an adventure, where the illusion of true exploration is occasionally still believable. Go to Bhutan, and you may well find yourself driving for hours along terrifying, winding mountain passes and then climbing to a monastery perched on a cliff that seems to defy all laws of physics. If you are lucky, you may be granted permission to enter the primary temple in the centre of the courtyard. Stepping over the high threshold and into the inner sanctuary, you can barely see, because the room is dark and the air is thick with a mixture of smoke from the gas lamps and incense. But slowly, brilliant murals reveal themselves, along with an elaborate altar, behind which a group of finely detailed gold and bronze Buddhas seems almost to glow. For a split second, it is possible to feel that you are the first non-Bhutanese who has ever seen such a sight. That feeling, of course, is solid travel-industry gold. And a new luxury resort is set to capitalise on the fact that until now, even at \$200 a day, no accommodation in Bhutan could be considered international quality. Even in the country's very best hotels, the best that can be promised is that the showers will probably be hot, the toilets will probably flush and the electricity will probably work.



- 1 The local people are worried about the future of their country.
- 2 The king was keen to change his country to attract more tourists.
- 3 The local people were unhappy with the restrictions on their dress.
- 4 The Bhutanese government was impressed with developments in nearby areas.
- 5 Visitors are unable to visit Bhutan without prior planning.
- 6 Children would find visiting Bhutan a boring experience.
- 7 The new resort will be similar to existing accommodation.
- 2.2 Complete the sentences below with the words in the box.
 You may need to change the form of the words.

virtual sparse pleasant world convenient traffic international long

1	There are no cars allowed on the island so the area is completely
	free.

- 2 Our hotel was ______ located near the beach.
- 3 The outside looked very basic so we were ______ surprised to find our room had a private bathroom.
- 4 The custom in this area is to dine late at night so the restaurant was ______ empty when we arrived.
- 5 We finally departed for our _____-awaited holiday.
- We couldn't wait to try the ______ famous deserts.
- 7 The hotel chain is ______ renowned for its luxurious setting.
- 8 Our budget room was very ______ furnished but adequate nevertheless.

2.3 The following extract from an answer to an IELTS Writing Task 2 contains common errors made by candidates. Choose the correct alternative to improve the accuracy of the answer.

Many more people travel nowadays than in the past. What impact does this increase in tourism have on the countries that they visit?

¹Tourism / Tourists has brought a lot of benefits ²to / in many countries around the world. In fact, in many countries it has become one of the most important ³ressources / resources and the main source of income. But what negative *effects / affects does tourism 5have / do on a country and its people? The greatest impact is on the land. In order to attract / persuade more tourists, areas that were once pristine are suddenly filled with luxury hotels and resorts. The need for a clean water supply and good ²transports / transport takes its toll and inevitably leads to environmental ådamage / damages. The tourists themselves may pollute the area with their litter while their ignorance of local culture might °cause / result offence. However, ¹ºin / from my view, the benefits of tourism far ¹¹overweigh / outweigh the drawbacks, and many of these countries would not have survived without the ¹²tourism / tourist industry.



Vocabulary note

Some common collations with tourism and tourist are: tourist attraction, tourist trade, tourist season, tourist centre, tourist information, tourist destination; tourism industry, mass tourism, local tourism. international tourism.



Vocabulary note

A compound adjective modifies a noun. It consists of two or more nouns or adjectives. The first word in the compound limits the meaning of the second, e.g. a high-frequency item. High limits the frequency that modifies item. When it comes before the noun, the compound adjective is generally linked with a hyphen.

Adverbs can also modify an adjective and noun, but these are not hyphenated, e.g. a highly significant change, unless the adverb is well, e.g. well-behaved.



Travel

3,1	USA ar	nd co	ten to a talk about the history of air travel in the omplete the timeline below with NO MORE THAN DS for each answer.
	1903	•	The Wright brothers flew for the first time.
	1923	ó	planes were introduced.
		6	Planes were owned by the Post Office, which

added 2

income.

- Planes couldn't cross 3_____
 so people made part of the journey by train.
- 1927 Charles Lindbergh flew non-stop from New York to Paris.
 - People were emotional on hearing about his
 in the French capital.

Late 1930s	0	The DC-3 airplane cut costs but train travel was stil
		cheaper and more §

1940s • Events of The Second World War led to the growth of 6_____

to increase

- Developments in plane design meant better
 for travellers.
- 1960s Only *_____ flew regularly.

1970s and 80s a	Airlines were deregula	ited so airlines could set their	
	9	and 16	themselves

Look at the question from Part 2 of an IELTS Speaking test and the extract from one candidate's answer below. Choose the correct alternative to improve the accuracy of the answer.

Describe a special trip you have been on. You should describe:

- the place you visited
- the journey
- what you did there
- why you chose to go there and explain why the trip was special to you.

One 'travelling / trip I remember really well was crossing Australia. I had read an article about it in a 'travel / travelling magazine so I thought I knew what to expect, but the 'journey / travel was so long that I thought it would never end. I stayed in Australia for three weeks and during the 'travel / trip I saw lots of amazing things. My favourite place was Sydney, though, because it has so many 'tourist / tourism attractions that 'passengers / travellers never feel bored there. I wished I could have stayed longer.

Decide how you would answer the questions in 2.3 and 3.2 yourself.

Frror warning



Travel is a verb: I enjoyed my travel trip very much. It is only used as a noun in a general sense, e.g. travel broadens the mind.

Trip refers to both a journey: the trip there was fine; or a short stay: a business trip; or a holiday: I'm going away on a trip.

Journey only refers to getting from one place to another: the journey there was very uncomfortable.

W Vocabulary note

Some common collocations with travel are: travel operator, travel guide, travel industry, travel documents, travel destination, travel restrictions.



Test practice

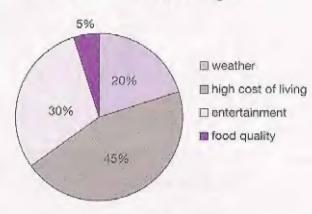
Writing Task 1

You should spend about 20 minutes on this task.

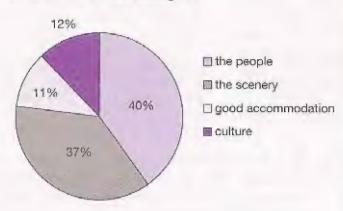
The pie charts below show the most common advantages and disadvantages of Fairmont Island, according to a survey of visitors.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Most common disadvantages



Most common advantages



Write at le	ast 150	words	
-------------	---------	-------	--

Plan your answer here:
84(1)-4(1)-4(1)-4(1)-4(1)-4(1)-4(1)-4(1)-
the state of the s

Test tip

Show the examiner you can paraphrase the figures in the chart. Use just under half of, a third of and a fifth of instead of 47%, 33% and 20%.

Remember not to repeat the words in the question too many times.

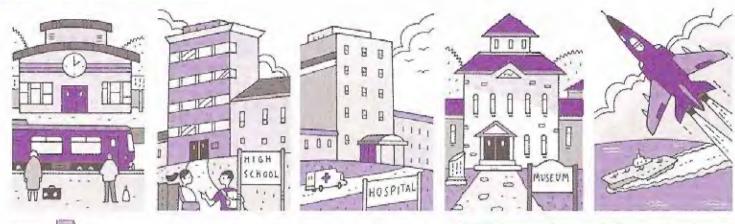
You should find different words and phrases to mean the same thing. Use plus points and benefits in place of advantages and drawbacks or problems in place of disadvantages. You can also use longer phrases to mean the same thing, e.g. advantages = things that people liked about; disadvantages = what visitors claimed to dislike about.



State control

Government, society

Government



Which of the following services do you think receives the most government money in your country? Use a dictionary to check the meaning of the words. What other things do governments fund?

public transport education healthcare social welfare the arts defence

1.2 Listen to a telephone conversation and complete the table with NO MORE THAN TWO WORDS OR A NUMBER.



Test tip

IELTS Listening Section 1 will often contain a number and/or a name that you need to write. The names may be spelt for you. Before you listen to the recording, look carefully at the questions to see which ones will need a number or name. If you hear 'triple 3', you should write '333'. If you hear 'double n', you should write 'nn'.

Problem		Who to contact	
broken 1	1	officer name: 3	
dangerous cliff	Tel: 6	(secretary of the 5)
7 needed on Bramhurst Road	John Marsden (the loc	al ⁸ of	

Match the jobs (1-6) with the definitions (a-f).

- 1 mayor
- 2 bureaucrat
- 3 prime minister or president
- 4 member of parliament
- 5 leader of the opposition
- 6 civil servant

- a is an administrator who works for the government
- b has the highest position in government in a country
- c represents a local community in the government
- d ensures correct rules and regulations are put in place
- e is in charge of the biggest political party not in power
- f is the leader of a group which governs a town or city

Error warning

The word government is one of the most commonly misspelt words by IELTS candidates. To help you

Mis- is a common prefix which indicates something has been done wrongly or badly. Add mis- to the verbs in the box and use them to complete the sentences below.

understand manage interpret trust

(114)	udge inform calculate of A person deliberately telling mis them	someone something incorrect might	remember, divide it into two separate parts: govern + ment. Try to remember that it is the government's job to govern the country.
2	A doctor might mis	a disorder,	
3	A government might mis_	the economy.	
4	Someone trying to work ou it.	t what something means might mis	or mis
5	Someone trying to make yo	u believe something that is untrue will m	isyou.
6	Someone adding up figures	might mis	
7	Someone who forms the wr	ong opinion of people will mis	them.
8	Someone who has experien	ce of corruption might mis	your intentions.
3	Make as many expressi different possible comb	ons as you can using a word from each o binations.	of the three circles. There are several
	feel take have lose be	blame entitled control responsible charge responsibility	over of to for
		s using the words in brackets. You may	
1		what private businesses par	
2	The culture department		nning of museums. (be, responsible)
3		the coun	
4		their	
5		(out	
6		to provide healthcare	
7	We need to find out who _	the c	risis. (be, blame)
8		the	
9		free me	
10	The party leader	their election	defeat. (take, blame)



Society

4.1 Read the passage and complete the notes below using NO MORE THAN TWO WORDS from the passage.

Vocabulary note

A welfare state is a taxation system which allows the state to provide for the economic and social well-being of its citizens. It is based on the notion of equal opportunities for all, equitable distribution of wealth, and public responsibility for those unable to meet their own needs. The general term may cover a variety of forms of assistance but

Some common collocations with social and society are: social services, social worker, social mobility, modern society, civil society, consumer society.

principally involves the payment of some form of pension. There are two main interpretations of the idea of a welfare state. One is a model in which the state assumes primary responsibility for the welfare of its citizens and in which all aspects of welfare are considered to be the right of every citizen. Alternatively, a welfare state can refer to the creation of a safety net to provide social services such as free childcare.

The existence of pensions can be traced back as far as the Roman Empire, when soldiers were provided with a pension on retiring from military service. The modern welfare system in the UK developed during the late 19th and 20th century and includes the provision of both cash welfare benefits (such as an old-age pension or unemployment benefit) and welfare services not involving money (such as healthcare). Through these provisions, a welfare state can empower its citizens and directly affect their well-being and personal autonomy. Welfare systems began to develop intensively at the end of the Second World War, when non-government organisations (e.g. charities) became important providers of social services.

De	Welfare state cfinition: the government gives financial support and takes responsibility for the of the people who live in that country
Ba	sis: the belief that:
0	everyone should have the same 2
ő	society should help people who can't take care of themselves
0	everyone is entitled to financial help
0	welfare can create a 3 through the provision of social services and help for those in need
Fo	rms of welfare:
1)	Financial
0	People mainly receive a type of 1
0	Two examples of monetary entitlements are 5 and
2)	Non-financial
Ġ	The government provides services, e.g. 7 and 8
His	storical background:
9	The Roman Empire gave a form of welfare payment to those who completed
9	After the Second World War, some 10 were taken care of by charitable organisation

PARAPHRASE Now find words and phrases in the first paragraph of the passage with a similar meaning to the words in italics in the notes.

Test practice

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

All education and healthcare should be funded by the government and free for everyone.

To what extent do you agree or disagree with this opinion?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.



Test tip

The most common mistakes of candidates who achieved Band Score 6 are: missing out the, a, an, their, it's; and misspelling their, government, environment, which, until, believe, nowadays. If you want to achieve higher than Band Score 6, when you have finished your essay, check to make sure you have not made careless mistakes like these.

Write at least 250 words.
Plan your answer here:

production of the control of the con
416341111111111111111111111111111111111
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

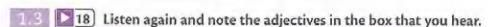
Natural history

Animals, conservation

Animals

- 11 Look at the following questions and decide how you would answer them.
- 1 Do people in your country keep animals in their home? (Why? / Why not?)
- 2 Do you think the way farm animals are kept is acceptable?
- 3 Do you think we do enough to protect wild animals? (What type of things should we do?)
- 4 Should animals be used in scientific experiments?
- 112 Listen to three speakers and decide which question in 1.1 each of them is answering. Is their attitude negative or neutral?

Speaker	Question	Attitude
1		
2		
3		



appalling cruel distressing dreadful horrifying hypocritical impartial irresponsible objective outrageous upsetting

- 1.4 The adjectives in the box are all negative except two. Which are they?
- 1.5 Match the beginnings of these answers (a-f) with the endings (1-6).
- a I think animals that are used in
- b I believe animal testing
- c I think it's common knowledge that
- d Not really. We should make sure people
- e Well, it is difficult to
- f Yes, they do. Pets

- 1 are kept well away from areas where endangered animals live and that their habitat is protected.
- 2 argue against using animals in cancer research, but I object to animal testing for cosmetics.
- 3 are very popular and almost every household has a cat, dog or hamster.
- 4 is perfectly acceptable because medical research is more important than animal welfare.
- 5 agriculture should have a good quality of life and a painless death.
- 6 intensively reared livestock suffer horribly because of their cramped living conditions.
- 1.6 Now match the answers with the questions in 1.1. Then answer the questions in your own words.





2.1 Cross out the odd one out in each of the following lists. Give a reason for your answer.

wasp ant cockroach deer 6 fur scales feathers trunk the others are all insects pack burrow colony hive flock nest den herd wasp fly bee scorpion mosquito butterfly snail crab turtle zebra giraffe tiger bee bear reindeer rhinoceros goat emu ostrich penguin eagle cat tiger dog horse

Match the descriptions (1-7) with the animals (a-g).

- 1 a domestic pack animal a penguin
 2 a venomous arachnid b bat
 3 an aquatic invertebrate c tarantula
 4 a nocturnal, hibernating mammal d gorilla
 5 a flightless, nesting bird e jellyfish
 6 a parasitic insect f mosquito
 7 a critically endangered primate g llama
- Read the passage about the pygmy shrew and choose up to ten words to look up in a dictionary.

Having evolved 45 million years ago and remaining virtually unchanged in North America for at least ten million years, shrews are some of the world's most ancient and widespread mammals. Their speed of life defies imagination - they have the fastest heartbeat (1,200 per minute) and shortest lifespans (11 to 13 months) of any mammal. They don't sleep for more than a few minutes at a time and never hibernate. Instead, their brief life is spent foraging. To stay alive, the pygmy shrew has to eat three times its body weight daily, which means capturing a prey every 15 to 30 minutes, day and night. In northern Montana, shrews manage to maintain their metabolism even in winter by building an extensive system of tunnels under the snow. Yet, at northern latitudes, they are unusually vulnerable to accelerated global warming: with their high-speed metabolism, they cannot survive exposure to temperatures higher than 77 degrees Fahrenheit (25°C). The shrew's Achilles' heel is its dependence on a habitat most affected by global climate change and interference from humans - in order to thrive, they require cool, dark coniferous bogs with dense understory, standing water and an abundance of decaying mossy logs.



Test tip

To help you prepare for the Reading test, try not to look up every word in a dictionary when you are reading a passage. Limit yourself to only ten words and try to work out the meaning of any other words from the context.

- 3.2 Are the following sentences TRUE OR FALSE? Use words from the passage to explain your answers.
- 1 Today's shrews are very different to those of ten million years ago.
- 2 Shrews are found within a limited area.
- 3 Shrews sleep through most of the winter.
- 4 Shrews spend most of their life looking for food.
- 5 Shrews construct a home underground to help shelter them from the cold.
- 6 Shrews are too small to be affected by global warming.
- 7 The ideal living conditions for the shrew are dry and warm.
- 8 Shrews are likely to be negatively affected by logging.

Vocabulary note

Nature refers to all the things in the world that were not created by people: I love wildlife and anything to do with nature, NOT the nature

The countryside = areas of land where there are no houses or cities: We took a lovely walk in the countryside.

Landscape = the appearance (or view) of the countryside; The landscape was dotted with tents and caravans.

Area = a more general term for a place, piece of land or country: Too many tourists are visiting this area. (NOT are visiting this landscape)

Conservation

4.1 Read the following passage as fast as you can. Highlight or underline the possible threats to animals caused by humans. Can you think of any more?

Extinction is part of evolution. It was the *demise* of the dinosaurs that let mammals *flourish*, and humans *emerge*. But with an estimated 130 species disappearing each day, the world is on the *brink* of another mass extinction that could *rival* the one that saw the dinosaurs disappear. Environmentalists warn that the record rate of extinction due to human activity is putting the natural systems necessary for our survival *at risk*. Threats such as habitat loss, overexploitation, pollution, invasive non-native species, disease and climate change are on the rise. "There is a high risk of dramatic biodiversity loss and accompanying *degradation* of a broad range of ecosystem services if the Earth's system is pushed beyond a certain *threshold*." These 'ecosystem services' include the most basic human needs: food, fuel, clean water, materials and medicines. It might be said that there is not one aspect of our lives that doesn't require other species.

PARAPHRASE Match the words in italics in the passage in 4.1 with the words in the box with a similar meaning.

ruin in danger thrive verge level match appear death

4.3 Complete the sentences below with the correct form of the words in the box.

damage risk devastation harm

- 1 The oil spill caused a great deal of _______to seabirds.
- 2 The spider's bite is painful, but it is ______ to humans.
- 3 Heavy rains and ______ winds caused several trees to fall.
- 4 Farms were attacked by a swarm of locusts that ______ crops in the area.
- 5 The introduction of foxes to this area put many native species at _______ of extinction.
- 6 Pesticides may help control pests but they are also ______ to local wildlife.



Vocabulary note

We use harm for things or people but we use damage only for things: Luckily no one was harmed in the accident, which damaged two buildings.



Test practice

Reading

You should spend about 20 minutes on Questions 1–13, which are based on the Reading Passage below.

Swarm theory

I used to think that ants knew what they were doing. The ones marching across my kitchen bench looked so confident that I figured they had a plan, knew where they were going and what needed to be done. How else could ants organise highways, build elaborate nests, stage epic raids and do all of the other things ants do? But it turns out I was wrong. Ants aren't clever little engineers, architects or warriors after all – at least not as individuals. When it comes to deciding what to do next, most ants don't have a clue. 'If you watch an ant trying to accomplish something, you'll be impressed by how inept it is,' says Deborah M Gordon, a biologist at Stanford University. How do we explain, then, the success of Earth's 12,000 or so known ant species? They must have learned something in 140 million years.

'Ants aren't smart,' Gordon says. 'Ant colonies are.' A colony can solve problems unthinkable to individual ants, such as finding the shortest path to the best food source, allocating workers to different tasks, or defending territory from neighbours. As individuals, ants might be tiny dummies, but as colonies they respond quickly and effectively to their environment. They do this with something called swarm intelligence. Where this intelligence comes from raises a fundamental question in nature: how do the simple actions of individuals add up to the complex behaviour of a group? How do hundreds of honeybees make a critical decision about their hive if many of them disagree? What enables a school of herring to coordinate its movements so precisely it can change direction in a flash, like a single organism? One key to an ant colony is that no one's in charge. No generals command ant warriors. No managers boss ant workers. The queen plays no role except to lay eggs. Even with half a million ants, a colony functions just fine with no management at all – at least none that we would recognise. It relies instead upon countless interactions between individual ants, each of which is following simple rules of thumb. Scientists describe such a system as 'self-organising'.

Consider the problem of job allocation. In the Arizona desert, where Deborah Gordon studies red harvester ants, a colony calculates each morning how many workers to send out foraging for food. The number can change, depending on conditions. Have foragers recently discovered a bonanza of tasty seeds? More ants may be needed to haul the bounty home. Was the nest damaged by a storm last night? Additional maintenance workers may be held back to make repairs. An ant might be a nest worker one day, a trash collector the next. But how does a colony make such adjustments if no one's in charge? Gordon has a theory.

Ants communicate by touch and smell. When one ant bumps into another, it sniffs with its antennae to find out if the other belongs to the same nest and where it has been working. (Ants that work outside the nest smell different to those that stay inside.) Before they leave the nest each day, foragers normally wait for early morning patrollers to return. As patrollers enter the nest, they touch antennae briefly with foragers. 'When a forager has contact with a patroller, it's a stimulus for the forager to go out,' Gordon says. 'But the forager needs several contacts more than ten seconds apart before it will go out.' To see how this works, Gordon and her team captured patroller ants as they left a nest one morning. After waiting half an hour, they simulated the ants' return by dropping glass beads into the nest entrance at regular intervals - some coated with patroller scent, some with maintenance worker scent, some with no scent. Only the beads coated with patroller scent stimulated foragers to leave the nest. Their conclusion: foragers use the rate of their encounters with patrollers to tell if it's safe to go out. (If you bump into patrollers at the right rate, it's time to go foraging. If not, it's better to wait. It might be too windy, or there might be a hungry lizard out there.) Once the ants start foraging and bringing back food, other ants join the effort, depending on the rate at which they encounter returning foragers. 'So nobody's deciding whether it's a good day to forage. The collective is, but no particular ant is.' That's how swarm intelligence works: simple creatures following simple rules, each one acting on local information.



When it comes to swarm intelligence, ants aren't the only insects with something useful to teach us. Thomas Seeley, a biologist at Cornell University, has been looking into the uncanny ability of honeybees to make good decisions. With as many as 50,000 workers in a single hive, honeybees have evolved ways to work through individual differences of opinion to do what's best for the colony. Seeley and others have been studying colonies of honeybees to see how they choose a new home. To find out, Seeley's team applied paint dots and tiny plastic tags to all 4,000 bees in each of several swarms that they ferried to Appledore Island. There, they released each swarm to locate nest boxes they had placed on one side of the island. In one test, they put out five nest boxes. Scout bees soon appeared at all five boxes. When they returned to the swarm, each performed a dance urging other scouts to go and have a look. These dances include a code to give directions to a box's location. The strength of each dance reflected the scout's enthusiasm for the site. After a while, a small cloud of bees was buzzing around each box. As soon as the number of scouts visible near the entrance to a box reached about 15, the bees at that box sensed that a decision had been reached and returned to the swarm with the news. The bees' rules for decision-making – seek a diversity of opinions, encourage a free competition among ideas, and use effective mechanisms to narrow choices – so impressed Seeley that he now uses them at Cornell in his role as chairman of his department.

Questions 1-5

Choose the correct letter A, B, C or D.

- 1 In the first paragraph, what does the writer conclude about ants?
 - A They are invasive pests in the home.
 - B They can achieve great things working alone.
 - C They form social groups that are similar to human ones.
 - D They are less impressive as individuals than she thought.
- 2 According to the second paragraph, what is the 'fundamental question' in nature?
 - A How do large groups of animals appoint a leader?
 - B How do large groups of animals reach an agreement?
 - C Do different species of animals use similar behaviour?
 - D Why are small insects better organised than larger mammals?
- 3 What is the focus of Deborah Gordon's research?
 - A The effects of bad weather on ant colonies.
 - B The number of ants required to maintain the nest.
 - C The methods ants use to assign different jobs.
 - D The role of the queen ant in organising the colony.
- 4 In the fourth paragraph, what are we told about forager and patroller ants?
 - A A colony needs more forager ants than patroller ants.
 - B Patrollers' movements determine what foragers will do.
 - C Patrollers are the first ants to bring food back to the nest.
 - D Foragers spend more time out of the nest than patroller ants.

- 5 In an experiment, Deborah Gordon's team
 - A mimicked patroller ants returning to the nest.
 - B left a trail of food for patroller ants to follow.
 - C followed patroller ants to see where they went to.
 - D changed the scent of patroller ants to that of forager ants.

Questions 6-9

Complete the following sentences using NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage.

- 6 Approximately different types of ant have been identified.
- 7 Ants use their to identify another ant.
- 8 Ais one animal that preys on ants.
- 9 Ant colonies use to reach a decision.

Questions 10-13

Complete the summary using the list of words, A-G, below.

Appledore Island honeybee study

First, the scientists	10 each of the	e bees involved in their experiment. Next	the bees were
11	The scientists placed severa	I nest boxes in an area away from the bee	s. Scout bees
inspected the nest	boxes and 12	to other bees where the boxes were. The	y chose their
nest box once enou	ugh bees had 13	there.	

A	attracted	В	found	C	gathered	D	located	
E	signalled	F	marked	G	relocated			



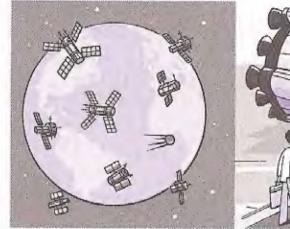
Test tip

Summary completion items with a box of answers will usually feature paraphrase, not words from the passage. Before you start, use the heading to locate the part of the passage which is being summarised.

Rocket science

Space, physics

Space





Read the following opinions. Do you agree with them? For each one, reply with your own opinion. Use the phrases on the right to begin your replies.

Space doesn't concern me. There are too many problems here on earth.

I'm fascinated by the idea of life on another planet.

If I had the chance, I would definitely go into space.

They should stop spending such enormous amounts of money on space exploration. It's totally unjustified.

I find the very idea of outer space pretty scary.

- I couldn't agree more, ...
- I wouldn't say that ...
- I can't say I've thought much about it ...
- Absolutely, I'm pretty curious about ...
- I don't agree with that ...
- No, I would never consider ...
- I disagree, I imagine it would be ...
- Well, I seriously doubt that ...
- · Yes, me too. I think ...
- Well, I suppose ...
- · Really? I must admit I'm not the least bit ...

Use a dictionary to check the meaning of any of the words in the box that you don't know. Then answer the questions below and use the words in the box to help you expand your ideas.

communications satellites space debris unmanned spacecraft weightlessness moon landings public investment space technologies space tourism military applications

- 1 Why are children so interested in outer space?
- 2 What are the benefits of space exploration?
- 3 Would you like to go into space on holiday? (Why? / Why not?)
- 4 Is it important for countries to have a space programme? (Why? / Why not?)
- 5 Should government funding for space missions be spent on other things? (Why? / Why not?)



Use a dictionary to check the meaning of any of the words in the box that you don't know. Then complete the passage with the correct words.

planets impact debris eclipse surface moons spins gravity sustain climatic penetrate rotational

passage with the correct words.							
rs	impact	debris	eclinse	surface	moons	spins	

You might witness it once, or if you're particularly lucky or very

Error warning



Earth is the name of our planet so it has a capital letter: It would be amazing to look down on Earth from space. (NOT look down on earth...)

Be careful with the spelling of satellite and exploration.

long-lived, perhaps twice. But a total solar 1	
is worth the wait. At the height of totality, the fit of	he sun and the moon is so perfect that beads of
sunlight can only just ² the rugged	valleys on the lunar 3, creating
the stunning 'diamond ring' effect. It's all thanks to a	striking coincidence. The sun is about 400 times a
wide as the moon but it is also 400 times further awa	y. The two therefore look the same size in the sky
a unique situation among our solar system's eight 4_	
Earth is also the only known planet to 6	life. Our moon is different, but how did it
form? Planetary scientists believe that, in the first 10	
object smashed into Earth. The 7 r	
amount of 8 that eventually conge	aled into our oversized moon. Such a big moon is
a big boon for life on Earth. As Earth 9	
wobble, owing to the varying pull from other bodies	
gently reduces that wobble, pre-	
would otherwise have caused dramatic changes in Ea	
instabilities would have made it much trickier for life	

3.1 Do the adjectives in the box mean a big or small amount or size?

vast imperceptible astronomical enormous minuscule infinitesimal immense immeasurable colossal microscopic minute

3.22 Do the adjectives in this box refer to a long or short time?

brief fleeting prolonged sustained transient protracted lengthy momentary enduring lasting instant

- COLLOCATION Now choose the correct adjective to complete the sentences.
- 1 The shooting star was only visible for a very transient / brief period before it disappeared.
- Space programmes require vast / imperceptible sums of money.
- 3 It is made up of microscopic / immense particles that are invisible to the naked eye.
- 4 Space exploration, with its rockets and robots, has an enduring / protracted appeal for children.
- 5 There was a lengthy / lasting investigation into the failure of the launch system.
- 6 The surface of the planet is covered in colossal / astronomical volcanoes, much larger than any on Earth.
- 7 The camera shows the planet's rings in fleeting / minute detail.
- 8 We've had two years of sustained / prolonged growth in science funding.



Physics

The words in the box are used to talk about scientific processes. Use a dictionary to check the meaning of each word and then complete the crossword. You may need to change the form of the words.

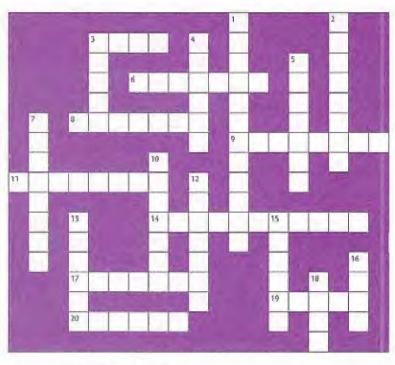
absorb activate attract boil burst collide condense dilute dissolve evaporate expand explode gravity magnet melt pierce reflect release repel solid spin

Across

- 3 When water reaches 100°C, it starts to
- 5 bombs do this
- 8 A negative charge will ______ a positive one.
- 9 to become solid
- 11 Sugar will _____ when placed in a hot liquid.
- 14 the process that causes a puddle to dry up
- 17 We use a mirror to ______ something.
- 19 the opposite of 8 across
- 20 to become larger

Down

- 1 the process that causes a vapour to change to a liquid
- 2 able to attract iron or steel



- 3 to suddenly break open
- to make a substance weaker by adding water
- 5 to crash into
- 7 to cause something to start
- 10 to emit or let out
- 12 the force that makes things fall to the ground
- 13 to make a hole in something with a sharp object
- 15 A sponge will ______ a liquid.
- 16 when a solid becomes a liquid
- 18 to rotate or revolve quickly

PRONUNCIATION The following words all end in the weak sound /3on/ or /5on/.

Listen to the recording and decide whether the words end in /3on/ or /5on/.

collision propulsion
evaporation erosion
condensation penetration
persuasion navigation
dimension situation
explosion corrosion

rotation attraction illusion reflection magnification division

5.2 Practise saying the words, paying particular attention to the endings.

Test practice

Listening Section 4



Questions 1-10

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

	Te	aching physics	
Experiment	Equipment and method	Results	Real world application
Brazil nut effect	put a marble and some 1in a jar and shake	students assume the marble will 2, but the opposite is true	making sure 3 made of powders are accurately mixed
Unpoppable balloon	a balloon, a pin and some 4 pierce the balloon with the pin	students believe balloons make a loud noise when the air is there is no loud bang	checking how 6a material is
Arm 7	a swivel chair and hand weights students hold the weights and spin on the chair they use the weights to control their	students can 9by making themselves narrower	can be seen in



Test tip

For table completion items, make sure you read the heading of each column so you know what information to listen for, and use the other information in each row to help follow the talk.

Test two (Units 6–10)

1	People who worked in	the		industry v	vere	not generally well re	espect	ed in society.
	A advertising	В	advertiseme	ent	C	commercial	D	advert
2	There are some really I	arge	115444447944115441584115841	along the	me	otorway as you come	e into I	lown.
	A flyers	В	billboards	44	C	banner ads	D	brochures
3	Marketing people hope	e to		more cust	ome	ers by offering free s	ample	S.
	A appeal		tempt			pressurise		endure
4	The queue at the chec	kout w	as really long	g, which v	vas.	annoying because I	only h	ad one
	A articles	В	goods		C	stuff	D	item
5	The salesman manage	d to		me to bu	yaı	new printer as well a	s a co	mputer.
	A control	В	urge		C	persuade	D	make
6	While backpacking in a			egion, I ca	ame	across the seeming	lly	fast food
	A invasive		infuriating		C	irritating	D	ubiquitous
7	is a real	proble	em on the isla	and as the	ere a	are no buses or cars	allowe	ed.
•	A Transports		Traffic			Transport		Trip
8	Ecotourism has been s	shown	to have a ne	gative		on the envir	onmer	nt.
	A affect	В	effect		C	effective	D	influencing
9	The behaviour of		can caus	e many pi	robl	ems for local inhabit	ants.	
	A tourists	В	tourist		C	tourism	D	touristic
10	The hotel was located	in a ve	ery	area	of t	he country with no r	neighb	ours for miles.
	A away	В	far		C	remote	D	long
11	The building was design	gned b	٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠	renov	vned	d architect, Frank Llo	yd Wr	ight.
	A world	_	internationa			global		famous
12	The new resort was de	signe	d to be as		fr	riendly as possible.		
	A environmentally						D	environmental
13	The has	agree	ed to review t	he new ta	X S	/stem.		
	A political system	В	governmen	t	C	finance	D	community
14	The local	imp	osed a new t	ax on veh	icle	s travelling in the city	y in the	e rush hour.
	A president	В	prime minis	ter	C	counsel	D	council
15	We live in a	SC	ociety where	shopping	is a	ll-important.		
	A customer	В	consumer		C	consumption	D	civil



16	The policy was perc	eived to be a deliberate att	empt to tl	he public.
	A miscalculate	B mislead	C mistrust	D misdiagnose
17	People often try to b	lame others	their problems.	
	A by	B for	C of	D with
18	Every country needs	to have clear foreign		
	A parties	B politics	C policies	D political
19	I think	to animals is terrible. The	y should be treated with	respect.
	A cruelty	B cruel	C rights	D right
20	There are ants every	where. There must be a	under the fl	oor.
	A hive	B burrow	C nest	D den
21	I enjoy taking photog	graphs of the	whenever I manage to	escape the city.
	A country	B land	C landscape	D nature
22	A of c	attle walked slowly toward	is the farmhouse.	
	A colony	B herd	C hive	D swarm
23	Increased logging ca	aused many species in the	area to be	
	A endanger	B threaten	C risky	D vulnerable
24	The ideal	for bees is a hole in a t	tree that is not too close	to the ground.
	A habitat	B habitable	C habitation	D inhabitant
25	The aurora borealis	s a spectacular though	light display	caused by millions of explosions.
	A transient	B imperceptible	C microscopic	D colossal
26	can b	e a health problem for peo	ple working for long per	iods in space.
	A Lightness	B Heaviness	C Weightlessness	D Lightweight
27	The two galaxies un	derwent ac	rash lasting two billion y	ears.
	A protracted	B fleeting	C transient	D instant
28	Scientists believe th	at dinosaurs became extin	ct when a meteor	with Earth.
	A collision	B collided	C impact	D impulse
29	A balloon can	easily if it hits a sh	harp object.	
	A absorb	B activate	C burst	D boil
30	We added water to .	the mixture l	because it was too stron	ġ.
	A dilute	B dissolve	C evaporate	D expand



11

Progress

Technology, design

Technology

Choose one or more of the adjectives in the boxes to complete the sentences about mobile phones.

essential annoying convenient unsafe fun invasive

I think mobile phones are ...

connected safe unhealthy harassed lonely anxious

My mobile phone makes me feel ...



- Think of three things you use every day which are dependent on technology. Why are they important?
- Read the passage and note the six advantages and one disadvantage of technological advances.

Advances in technology have done much to change the way we live and communicate, but no breakthrough revolutionised life as much as the advent of wireless technology, according to a panel of experts assembled by CNN in 2010. Back in 1980, when it came to communication technology, telephones were stuck to walls, facts were found in books, and people had to browse shelves in a record store if they wanted to buy the latest music. However, developments that occurred at the start of the twenty-first century meant we could access all that information just by reaching into our pockets for our mobile phone. From the very beginning of the Information Age, having immediate access to data was fundamental to progress. In some cases, technological advances served to overhaul industries at a lightning-fast pace. For example, the internet helped techsavy music lovers to force changes in the way the music industry did business, while text messaging over cellphones made written communication more immediate.

We embraced information technology to such an extent that having computer access in our homes was not quite enough. We wanted to use these tools everywhere. Wireless hot spots popped up in cafés, airports, universities – even whole city blocks. And just as computer use worldwide exploded, the brains behind them – the processors – became increasingly smaller. A computer chip that you could balance on your fingertip could hold massive amounts of data. This ability to store tons of information in cellphones or digital cameras allowed us to keep computer technology portable. The entertainment industry harnessed satellite technology to give consumers more choice, and video game technology developed to the point where it became a \$10 billion a year industry, producing games that invite players into a virtual world of fantasy, sport and even war.

However, there was a downside. This cutting-edge, more sophisticated technology brought with it a whole new set of problems. When the Information Age dawned, the World Wide Web seemed like a paradise. However, within a relatively short space of time, we were mired in problems caused by things like online scams and viruses – traps aimed at crashing our computers and even stealing our identity.



- 2.2. Answer the following questions with NO MORE THAN THREE WORDS from the passage.
- 1 What term refers to the era we live in now?
- 2 What is the name for areas where anyone can access the internet?
- 3 What adjective describes a game experience that is close to real?
- 4 Name one hazard associated with the internet.
- 2.3 COLLOCATION Highlight or underline each occurrence of the word technology in the passage and note the words used with it.
- 3.1 Complete the disadvantages column of the table below about the internet with the words and phrases in the box. Then try to think of possible solutions.

internet addiction illegal downloads internet fraud health problems cyberbullying information overload



Error warning



Be careful with prepositions used with the internet and computer:

I found it on the internet. (NOT in the internet)

Why don't you look it up on the computer? (NOT in the computer)



Test tip

For Writing Task 2, you need to plan your answer to make sure that your ideas are 1) logical, 2) relevant and 3) well organised. You can begin by making a list of the points you would like to include and then organise the ideas that are similar or contrasting.

	Advantage	Disadvantage/s	Possible solution/s
1	less isolation; easier to make friends	cyberbullying	take care when giving out personal information
2	researching a subject is a lot easier	36	
3	shopping or banking online		
4	provides hours of entertainment	1	
5	you can access music more easily and get the songs you like		

Now write sentences about the advantages and disadvantages of the internet, and possible solutions.

Design

4.1	Cross out the odd	one out in each	of the following	lists. Give a reason	for your answer
-----	-------------------	-----------------	------------------	----------------------	-----------------

1	brick steel metal plastic timber plumber	all of the others are materials
2	brick stone foam rock marble	
3	timber log plank cable	- Agran
4	plastic cotton polyester concrete	0
5	cloth thread fibre fabric dye	
6	demolish design innovate invent	
7	turn revolve spin strike rotate	
2	tower piller support prop	

*	
	Progress

4.		4	Test tip		
	WORD for each answer.		For questions where you need to write a word or words, they will		
	and a lack of the necessar	be built in his day due to <i>expense</i>	appear in the text in exactly the sat form – you do not need to change them. The words in the question will usually be synonyms of the information in the text.		
9	 examples of his futuristic is obtaining energy from the. 	nventions: the helicopter, nun, the ²			
0000	• he built 4	ng his notes and 3 — to show how a technique would v lke movement from one area to anot			
000	Mechanics • he showed how heavy weight	ghts can be lifted and how a 6	could be used in deep water		
ううう	Inventions • he worked in a time before 7 so we do not know how many of his inventions were made				
500		e still used today: a type of 8	, a wire testing machine and		
0000	War machines if made, Leonardo's tank	could have <i>moved in a circle</i> but wou	ld not have moved 10		
5.	the words in italics in the r at the back of the book.	notes. You may need to listen severa Underline the syllable with the m	and phrases with a similar meaning to I times and/or read recording script 21 nain stress in these words. Then listen		
	technology	communication information	downloads entertainment		
	technological	overload	wireless		

information overload

illegal downloads

entertainment industry wireless connection

communication technology

technological advances

Test practice

Reading

You should spend about 20 minutes on Questions 1-13, which are based on the Reading Passage below.

The greatest experiment of all time

The digital traces we leave are transforming our understanding of human behaviour.

- A Every move you make, every twitter feed you update, somebody is watching you. You may not think twice about it, but if you use a social networking site, a cellphone or the internet regularly, you are leaving behind a clear digital trail that describes your behaviour, travel patterns, and likes and dislikes, divulges who your friends are, and reveals your mood and your opinions. In short, it tells the world an awful lot about you. Now, as any researcher will tell you, good data is gold dust. Its absence leaves theories in the realm of speculation, and worse, poor data can lead you down a blind alley. Physics was the first science to be transformed by accurate information, initially with telescopes that revealed the heavens and culminating in massive modern-day experiments like the Large Hadron Collider in Switzerland, Biology was next, with genome sequencing throwing up so much data that genetics has turned partly into an information science. Now the study of human behaviour is heading the same way.
- Social scientists have long had to rely on crude questionnaires or interviews to gather data to test their theories, methods marred by reporting bias and small survey sizes. For decades, the field has been looked down upon as some poor cousin to the hard sciences. The digital age is changing all that. Thanks to social networking sites, practically overnight the study of human behaviour and social interactions has switched from having virtually no hard data to drowning in the stuff. As a result, an entirely different approach to social sciences has emerged, and it is becoming possible to tackle fundamental problems previous generations thought largely untouchable. 'Sociologists have been hunting for laws about human interactions and social networks for decades,' says Duncan Watts of Yahoo Research in New York, 'but the farreaching implications of their theories have been effectively impossible to test. The measurement technology simply didn't exist. That's changing."
- C Watts was among the first to realise the potential of the digital trail we leave behind. In 2006. with his colleague Matthew Salganik, now at Princeton University, he designed a web-based experiment to examine how much social influence determines the popularity of music. To examine what made one song more successful than others, Watts and Salganik created a project called Music Lab. It featured a website where more than 14,000 people listened to any of 48 songs by relatively unknown bands, rated them and downloaded them if they wanted. These options provided a measure of quality (the average rating given) and popularity (the number of downloads). Critically, the duo were also able to control whether listeners could see how many times other people had downloaded any particular song or instead had to rely on their own judgment. In this way, they could effectively compare outcomes with the power of social influence turned on or off. The results strongly support the idea that human influence has a huge effect in making some songs more popular than others.
- D These kinds of experiments are making routine the types of experimental studies which were once thought impossible, says Salganik. 'With the vast increase in computing power and the almost limitless pool of participants now available via the internet, we can conduct laboratory-style experiments involving thousands, or even millions, of participants,' he says. Indeed, Jukka-Pekka Onnela and Felix Reed-Tsochas at the University of Oxford's Saïd Business School are now using a leading social networking site and its 400-million-plus users as a living laboratory to examine how ideas and behaviours spread through human groups. Watt and Salganik showed that when it comes to music preference, we behave like sheep. Onnela and Reed-Tsochas realised that analogous changes take place on sites where people share their profiles with online friends.

Site users can choose to install applications - software components that personalise their profile page. If one person adopts an application, their friends are automatically notified. Users also have access to a list of popular applications, akin to a bestsellers list. The data stored on the site makes it possible to analyse the growth in popularity of Individual applications in unprecedented detail. Onnela and Reed-Tsochas analysed the popularity of several thousand applications in 2007 and then studied how users adopted them over time. They point out that their results showed that both independent thinking and copying behaviour play a role, reinforcing conclusions reached by conventional survey methods.

E The ocean of digital information about us isn't limited to likes and dislikes or opinions. Though it's still controversial, and difficult to get hold of, some teams are accessing much more in the way of personal details. For example, Barabási and his colleagues at Northeastern University used cellphone data to analyse human movements. Detailed data on such a scale now available never existed before cellphones became commonplace. Now millions of people carry a de facto tracking device with them all day that automatically logs their every move. However, as with some developments in physics and biology, the social data explosion also brings with it new risks, says Barabási. 'Anyone involved in this kind of research increasingly faces a dilemma – how do we avoid contributing to the creation of a surveillance state?'

F Such worries are, perhaps, another sign that social science is finally coming of age. Just as the discovery of nuclear fission raised moral dilemmas for physicists, and genetic modification is now doing for biologists, so the ability to predict human behaviour is presenting new quandaries for social scientists. As ever, with great power comes great responsibility.

Questions 1-6

The Reading Passage has six paragraphs, A–F. Which paragraphs contain the following information?

Write the correct letter, A–F, next to questions 1–6 below.

- 1 the problems associated with research procedures traditionally used by social scientists
- 2 a way of making your social networking site look different to everyone else's
- 3 the unintended application of one common digital device
- 4 a list of the types of information our use of digital devices can reveal
- 5 a reference to the first scientific tool to produce valuable data
- 6 a reference to a problem shared by social scientists and those of other disciplines

Questions 7-10

Look at the following statements and the list of people below.

Match each statement with the correct person, A-D.

Write the correct letter, A-D, next to questions 7-10.

- 7 The Digital Age gives us an opportunity to test out theories on a previously unheard of scale.
- 8 In the past, researchers were unable to conclusively prove their theories.
- 9 This new approach may threaten our privacy.
- 10 Our research allowed us to confirm the findings obtained through a traditional research technique.

List of people

- A Watts
- B Salganik
- C Barabási
- D Onnela and Reed-Tsochas

Question 11

Choose the correct answer A, B, C or D.

- 11 In the first paragraph, the writer refers to physics and biology in order to
 - A compare the advances in digital data with important discoveries in those fields.
 - B compare two very different sciences that use digital data.
 - c show that other sciences are taken more seriously than social sciences.
 - D suggest that social sciences use techniques from other fields.

Questions 12 and 13

Which TWO of the following is true of the music experiment carried out by Watts and Salganik?

Choose the correct letters A, B, C, D or E.

- A Participants purchased music from a particular website.
- B Some participants were not shown information about music downloads.
- C Participants completed a survey at the end of the experiment.
- D Participants were asked to judge the musical standard of the songs they listened to.
- E Some participants were asked to convince other people to join the experiment.

The latest thing

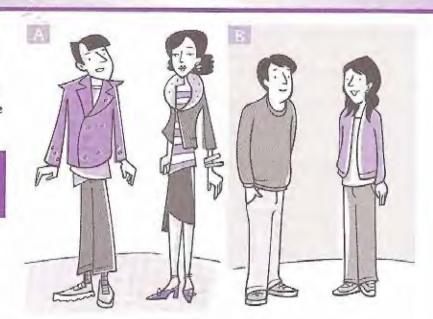
Fashion and trends, consumerism

Fashion and trends

Which of the adjectives in the box might be used to describe the clothes in picture A and picture B?

fashionable mundane trendy elegant stylish drab sophisticated practical chic comfortable impractical

- Listen to a woman talking about fashion. What does she say about following fashion? Choose A, B or C.



- A She realised the problems with fashion at an early age.
- She feels it's important to keep up-to-date with fashion.
- She spends a lot of money on buying the latest styles.
- 24 Now listen again and complete the sentences.
- They were all the _____
- They were a ______item.
- They went ______ fashion.
- I'm not very fashion-_____.
- They know what's ______ fashion.
- They spend their money on the _____
- It's just a ______ trend.
- It will soon be _____-date.
- Match the phrases in bold in 1,3 with the meanings (a-d). You will need to use some letters more than once.
- no longer popular
- very popular at the moment
- aware of fashion
- a temporary fashion

Vocabulary note

Fashion can be both countable (when talking about different items of clothing) or uncountable (when talking about style in general):

The latest fashion at the moment is to wear several T-shirts at once. (uncountable)

We went to Milan to see all the latest fashions. (countable)

@IELTS_8

- COLLOCATION Cross out the word in each list which does not collocate with the word in bold. Do the other words go before or after the word in bold?
- 1 fashion statement clothes accessory conscious
- 2 designer label handbag goods supplies
- 3 dress traditional evening casual waterproof
- 4 clothes wardrobe hanger basket line
- 5 look individual classic youth sophisticated
- Spend one minute preparing for the following Speaking test
 Part 2. Try to use as many new words as you can. Record your
 talk if possible. When you have finished, listen and consider
 how you might improve it.

Describe an expensive item you bought recently. You should say

- what you bought
- why you chose it
- what you use or need it for
- whether it was good value

and whether you are happy with it, and why / why not.

Er

Error warning



Clothes is always plural. If you want to use the singular, you need to say the name of the item: I bought some new clothes. I bought a shirt in that shop.

Use an item of clothing in a more formal situation: The police took away an item of clothing.

Dress can mean one item, e.g. she wore a red dress, or clothes of a particular type, e.g. ceremonial dress.

Consumerism

Use a dictionary to help you put the verbs in the box into the correct column.

store dispose of hoard archive throw away abandon maintain discard save consume stockpile dump retain eradicate preserve conserve

keep	get rid of

4.2	Now complete the following sentence	s with the most	suitable verb fr	om the table
-----	-------------------------------------	-----------------	------------------	--------------

- 1 Rather than ______ plastic bags, people should recycle them.
- 2 To prevent littering, the company has put a warning on the label asking us to ______ the wrapping carefully.
- 3 The snow was so heavy that we had to ______ our car and walk.
- 4 If you have a wood-burning fire, you need a special container to ______ the fuel in.
- 5 Companies will cause an environmental disaster if they illegally ______ waste in our rivers.



Fig. 1 Read the passage and answer the questions below with YES, NO or NOT GIVEN.

As the United States became the economic leader around the turn of the 20th century, it also took the lead in consumerism. By 2003, personal consumption accounted for 70% of the nation's gross domestic product. In 1950, the trend for families in the US was to own one car and save for a second. In 2000, nearly one in five families owned three cars or more. And while some other countries pride themselves on thriftiness, the converse would appear to be true for the US, where people spend more on garbage bags than 90 of the world's 210 countries spend on everything.

Why is our appetite for 'stuff' so insatiable? For one thing, we have come to think that buying is an essential expression of freedom and individualism. The normal pattern is: 'You get more money, you spend more money,' says Cornell economist Robert Frank. And yet, since the mid-1970s, when the disposable income of 80% of the US population virtually stopped growing, our spending patterns have bewilderingly continued expanding.

Much of our ferocious consumption arises simply from the sheer number of goods available. But, according to Professor James Twitchell, mass branding also spurred us to shop. Take, for example, Ralph Lauren's description of the Polo philosophy: 'What began with a tie ... has grown into an entire world that has redefined how American style and quality is perceived.' Now, says Twitchell, to curb our acquisitiveness we would have to de-brand: 'It's a scarf; it's not a Hermes scarf. It's a car; it's not a Lexus. You put it around your neck or you drive it.'

And after you get all the loot home, then what? Just as American as the need to buy, social observers say, is buyer's remorse. The backlash against American consumerism dates nearly to its conception. These days, our ambivalence and need to purge come in slick, packaged form: a magazine called Real Simple that specialises in de-cluttering. It can be yours for just \$3.95.

"The writer uses stuff to show their low opinion of consumer products. It is informal, and you should not use it in the IELTS exam.

- People in the US clearly like to show how good they are at reusing and recycling goods.
- Spending patterns in the US are surprising given the income trends there.
- In the 1970s, spending in the US was at an all-time high.
- Having so many things to choose from can prevent people from spending.
- In order to reduce spending, people need to ignore brands and see only useable products.
- Many Americans return goods to the store after purchase.

Study the way the words and phrases in the box are used in the reading passage. Then use them to complete the sentences below.

consumerism	personal consumption	disposable income
spending patter	ns mass branding a	cquisitiveness

1	Our natural	is not good for the environment or for our own bank balance.

- Many special celebrations have lost their meaning because they have been taken over by ___
- The money you have left over after you have paid all of your expenses and bills is your -
- is a way of marketing your goods to the widest possible audience.
- Individuals can help save the environment by reducing their own
- The chart shows the ____ of the average household in Berlin between 1990 and 2010.





Reading

You should spend about 20 minutes on Questions 1-13, which are based on the Reading Passage below.

The environmental impact of the clothing industry

On a Saturday afternoon, a group of teenage girls leaf through glossy fashion magazines at an American shopping mall. Their shopping bags are brimming with new purchases as they talk excitedly about what's in style this summer. Far away in Tanzania, a young man wears a T-shirt bearing the logo of an American basketball team while shopping at the local second-hand goods market. Although seemingly disparate, these two scenes are connected through the surprising life cycle of clothing. How does a T-shirt sold in a US shopping mall to promote an American sports team end up being worn by a teenager in Africa?

Globalisation, consumerism, and recycling all converge to connect these scenes. Globalisation has made it possible to produce clothing at increasingly lower prices, prices so low that many consumers consider this clothing to be disposable. Some call it 'fast fashion', the clothing equivalent of fast food. Fuelling the demand are fashion magazines that help create the desire for new 'must-haves' for each season. 'Girls especially are insatiable when it comes to fashion. They have to have the latest thing,' says Mayra Diaz, mother of a 10-year-old girl.

Yet fast fashion leaves a pollution footprint, generating both environmental and occupational hazards. For example, polyester, the most widely used manufactured fibre, is made from petroleum. With the rise in production in the fashion industry, demand for man-made fibres has nearly doubled in the last 15 years. The manufacture of polyester and other synthetic fabrics is an energy-intensive process requiring large amounts of crude oil and releasing emissions which can cause or aggravate respiratory disease. The Environmental Protection Agency (EPA) considers many textile manufacturing facilities to be hazardous waste generators.

These issues do not apply only to the production of man-made fabrics. Cotton, one of the most popular fibres used in clothing manufacture, also has a significant environmental footprint. This crop accounts for a guarter of all the pesticides used in the United States. Much of the cotton produced in the United States is exported to China and other

countries with low labour costs, where the material is woven into fabrics, cut and assembled according to the fashion industry's specifications. In her 2005 book The Travels of a T-Shirt in the Global Economy, Pietra Rivoli, a professor at Georgetown University, writes that each year Americans purchase approximately one billion garments made in China, the equivalent of four pieces of clothing for every US citizen.

Once bought, an estimated 21% of annual clothing purchases stay in the home, increasing the stocks of clothing and other textiles held by consumers. according to Recycling of Low Grade Clothing Waste, by consultant Oakdene Hollins. The report calls this stockplling an increase in the 'national wardrobe', which is considered to represent a potentially large quantity of latent waste that will eventually enter the solid waste stream. According to the EPA Office of Solid Waste, Americans throw away more than 68 pounds of clothing and textiles per person per year, and this represents about 4% of the municipal solid waste. But this figure is rapidly growing.

In her book Waste and Want: A Social History of Trash, Susan Strasser, a professor of history at the University of Delaware, traces the 'progressive obsolescence' of clothing and other consumer goods to the 1920s. Before then, and especially during World War I, most clothing was repaired. mended or tailored to fit other family members, or recycled within the home as rags or quilts. During that war, clothing manufacturers reduced the varieties, sizes and colours of their productions and even urged designers to create styles that would use less fabric and avoid needless decoration. The US government's conservation campaign used slogans such as 'Make economy fashionable lest it become obligatory' and resulted in an approximate 10% reduction in the production of trash.

However, the spirit of conservation did not last long; by the mid-1920s, consumerism was back in style. During World War II, consumption rose with increased employment as the United States mobilised for the war. Industrialisation brought

consumerism with it as an integral part of the economy. When it comes to clothing, the rate of purchase and disposal has dramatically increased, so the path that a T-shirt travels from the sales floor to the landfill site has become shorter. Yet even today, the journey of a piece of clothing does not always end at the landfill site. A proportion of clothing purchases are recycled, mainly in three ways: clothing may be resold by the primary consumer to other consumers at a lower price, it may be exported in bulk for sale in developing countries, or it may be chemically or mechanically recycled into raw material that can be used to produce insulation.

Domestic resale has boomed in the era of the internet. Many people sell directly to other individuals through auction websites such as eBay. Another increasingly popular outlet is charity and thrift shops, though only about one-fifth of the

clothing donated to charities is directly used or sold in their thrift shops. Says Rivoli, 'There are nowhere near enough people in America to absorb the mountains of cast-offs, even if they were given away.' So charities find another way to fund their programmes, using the clothing that they cannot sell. About 45% of these textiles continue their life as clothing, just not domestically. Certain brands and rare collectible items are imported by Japan. Clothing that is not considered vintage or highend is baled for export to developing nations. For Tanzania, where used clothing is sold at the markets that dot the country, these items are the number one import from the United States. Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate because of the rise of consumerism in the United States and Europe and the falling prices of new clothing.

Questions 1-5

Look at the following statements and the list of people below.

Match each statement with the correct person.

Write the correct letter, A-D, next to questions 1-5.

NB You may use any letter more than once.

- 1 The amount of recycled clothing available in the US exceeds demand.
- 2 Countries like Tanzania will receive even more used clothing from North America in the future.
- 3 A change in manufacturers' attitudes helped decrease the amount of waste that was generated.
- 4 Our gender has an influence on our increased desire to shop.
- 5 A future waste problem may occur because people add to the clothes they already own each year.

List of people

- A Mayra Diaz
- B Pietra Rivoli
- C Oakdene Hollins
- D Susan Strasser



Test tip

With any matching type question, the questions are not in the same order as in the text. A good strategy is to circle or underline the names of each of the people in the text, read what they say carefully and match what they say with the statements in the questions. NB You will be told if you need to use any of the people more than once and there may be people you do not need to use.

Questions 6-8

Which THREE possible consequences of the fashion industry are mentioned by the writer of the passage?

Choose THREE of the letters, A-G.

- A increased health problems
- B increases in petrol prices
- C increased use of chemicals
- D reduced wages for workers
- E lower profits for small local manufacturers
- F negative effects on other industries
- G production of unwanted dangerous materials



Test tip

In the Reading test, for multiple choice questions you may need to choose 1 out of 4 possible options, or 2 out of 5 options, or 3 out of 7 options. Pay close attention to the instructions and make sure you choose the right number of answers.

Questions 9-13

Answer the questions below.

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

- 9 What is the name of one material that is not natural?
- 10 What percentage of household garbage is made up of clothes?
- 11 In what era did Americans stop reusing old clothes?
- 12 What has caused the selling of used clothing to increase in the US?
- 13 To which country does America export a lot of its good quality used clothing?



Test tip

The question will always tell you how many words you should write but remember that 'NO MORE THAN THREE WORDS' means the answer might be one word, two words or three words.



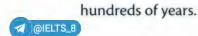
Urban jungle

Rural life, city life

-	
	0
	A
	1

Rui	al life	
Sp Sp 1.2	Listen to two people talking about here they live. Decide whether they live in a ural or urban area. Deaker 1:	
Speaker	Advantages of rural life	Disadvantages of rural life
1	•	•
2	•	•
<u>′</u>	•	
congest tranquil	ion simple peaceful crowded remote s frantic overdevelopment infrastructure have	
	Rural com	munities
	don't have	aren't
	omplete the passage with words or phrases fro the words.	om the mind map. You may need to change the fo
	ne of the main disadvantages of rural life in deve	
so ap	people are very dependent on their cars to get oppreciate the benefits of the rural lifestyle, so it c	There isn't a developed ²
		el overwhelmed by the 5 p
of	the city. Life may be "	in the countryside, but people living there enjoy the

aspects that exist because things have remained relatively unchanged for



3.1 Read the passage and answer the questions below. Do not use a dictionary.

The human species evolved some two million years ago. Our natural habitat was the savannah, where our forefathers made their living by hunting and gathering. This way of existence required frequent moving. Within Europe, permanent settlement became the rule only after the Agrarian Revolution, which appears to have started some ten thousand years ago. Most people came to live in farmhouses, often grouped in villages. A few villages developed into towns and even cities. However, the percentage of the population that lived in an urban setting remained small in agrarian society. In Medieval Europe, some 90% of the population lived in the country. This pattern changed drastically after the Industrial Revolution, when, in less than two centuries, massive urbanisation took place.

Curiously, this massive exodus from the land to the city was not accompanied by negative attitudes to rural living. In fact, the reverse occurred. It would seem that the less rural life is practised, the more it is cherished and the greater the emphasis on the hazards of urban life. In the years following the Industrial Revolution, a new artistic theme emerged: the theme of pastoral idyll. Lyrics, novels and paintings began to emphasise the beauty of nature and the virtues of rural life. A constant undertone in this theme is that rural living is more satisfying than life in the town. We are led to believe that, in the country, we can find the safe, simple serenity that is so desperately needed by the alienated city dweller. In reality, various studies on life satisfaction have revealed that there is no advantage to living in a rural setting. In developed countries, rural people tend to be just as satisfied with life as city people. Moreover, in the developing countries, rural dwellers are markedly less happy than city dwellers. The results of a survey conducted to find out where people would prefer to live given the choice showed that the pattern of preference is in fact the reverse of the pattern of settlement. Rural living is preferred more in the most urbanised parts of the world, while urban living is seen as most desirable in the least urbanised parts.

Write

YES If the statement agrees with the claims of the writer
NO If the statement contradicts the claims of the writer
NOT GIVEN If it is impossible to say what the writer thinks about this

- 1 Our original ancestors were unable to live in permanent villages.
- 2 The Agrarian Revolution occurred later in Europe than in other parts of the world.
- 3 The Industrial Revolution led to food shortages in urban areas.
- 4 When people stop living in rural areas, they idealise rural life.
- 5 Studies on life satisfaction support city dwellers' beliefs about rural life.
- 6 In developed countries, people living in urban areas are happier than those living in rural areas.



Test tip

Yes / No / Not given questions are slightly different to True / False / Not given ones. They are based on opinions or claims in the passage rather than facts. But the questions will still come in the same order as the information in the passage and should have information that will help you find the correct part of the passage. Even for Not given questions, you should still be able to find the part of the passage that might contain this information.

3.2 PARAPHRASE Highlight or underline words in the passage with a similar meaning to the following words and phrases.

- 1 developed gradually
- 6 characteristic (that isn't obvious)

2 proportion

- 7 became known
- 3 a huge amount of
- 8 peacefulness

4 opposite

- 9 made not to feel a sense of belonging
- 5 remembered fondly
- 10 noticeably

13 Urban jungle

City life

COLLOCATION Combine a word from box A with a suitable word from box B to form a new word.

A concrete pedestrian traffic outer housing high-rise police emergency public urban recreational sewage water garbage noise/air inner-city shanty

force estate services town congestion crossing sprawl pollution suburbs slums jungle transport facilities buildings supply system collection

4.2 Which six of the phrases suggest a negative aspect of city life?

	Complete the	sentences with	phrases from 4	.1.
--	--------------	----------------	----------------	-----

1 We need a st	onger	to help keep the cr	rime levels in our majo	r cities down.	
2 The city has f	ar more	than rural areas, so young people don't get bored so easil-			
3 An efficient _ maintaining s	anitation in dense	and frequent ely populated areas.	are both	essential to	
1	creat	es enormous problems for people	travelling around the	city at peak times.	
Many people shortage of h	who move to the ousing.	city from rural areas end up living	; in	because of a	
5 It is difficult t	o determine where	e the city ends because of the		•	
Many people shortage of h	who move to the ousing.	city from rural areas end up living	g in		

Listen to a talk about urbanisation and answer the questions with NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

- 1 A 'megacity' is a city with at least how many people?
- 2 How many people were living in Rome in the early Middle Ages?
- 3 What percentage of the world's population was living in cities at the end of the twentieth century?
- 4 How many cities had more than one million people in 2007?
- 5 According to the UN, what proportion of the population will be living in cities in 2030?
- 6 What element of a megacity is it difficult to establish?
- 7 According to the UN, where will two billion people be living in 2030?
- In Part 1 of the Speaking test, you will be asked questions about things that are familiar to you. Look at the following questions and make a note of any new vocabulary from this unit you could use in your answers. Then answer the questions as fully as you can.
- 1 How would you describe the city or town where you live?
- 2 Do you prefer city life or country life?
- 3 Do you think your town or city has changed very much in the last 20 years? (If so, in what way?)
- 4 What changes would you like to see in the future?
- 5 What areas of your town or city would you recommend to visitors? (Why?)
- 6 In your country, where can people go to escape from busy city areas?

Listening Section 1



Questions 1-10

Complete the notes below with NO MORE THAN ONE WORD AND/OR A NUMBER.

Area 1 Broadgreen Advantages: has several types of 1	New accommodation
Advantages: has several types of 1	Need to find accommodation close to the children'shospital
has several types of 1	Area 1 Broadgreen
no need to pay for 2	Advantages:
Disadvantages: not many local 4	has several types of 1
Disadvantages: not many local 4	• no need to pay for 2
Area 2 West Derby Advantages: good 5 Disadvantages: unlikely to find a 6	average rent 3a week
Area 2 West Derby Advantages: good 5 Disadvantages: unlikely to find a 6	Disadvantages:
Advantages: good 5 Disadvantages: unlikely to find a 6	not many local 4
Disadvantages: unlikely to find a 6 in the area may be too 7	Area 2 West Derby
Disadvantages: unlikely to find a 6in the area may be too 7 Contact ohn 8	Advantages:
contact ohn 8	• good 5
contact chin 8	Disadvantages:
Contact ohn 8	unlikely to find a 6 in the area
ohn 8el: 9	• may be too 7
el: 9	Contact
	John 8
rrange appointment for: 10	tel: 9
	arrange appointment for: 10



Test tip

Listen carefully to the words to see if you need to write a plural. Check your answers at the end – should any of them have an 's' at the end?



Tackling issues

Problems, solutions

Problems

Look at the following definitions and complete the issues they refer to.

The first letters are provided to help you.



a lack of jobs: u
using scientific techniques to create edible plants:
g m f
using scientific techniques to create humans or animals: c
a worldwide economic problem: g

a lack of accom	modation: h
problems affect	ing nature on a large scale:
e	d
a lack of oil:	
a lack of oil.	

Most of these words can be used for everyday problems.
Underline the three which refer to more serious problems.
Write the adjective form of the words marked with an asterisk (*).

difficulty trouble hurdle obstacle predicament disaster issue "challenge "controversy setback "catastrophe dilemma crisis

2.2 Match the words (1-5) that are used to talk about kinds of problem with the definitions (a-e).

			to get out of
2	dilemma	ь	a lot of disagreement or argument about
			something, usually affecting many people
43		_	conseling the blade was a few and

- 3 predicament c something that blocks you so forward movement is prevented
- obstacle/hurdle d a situation where a difficult choice has to be made between two things

a an unpleasant situation which is difficult

5 controversy e something that happens which delays or prevents a process from advancing



Error warning



Trouble is usually an uncountable noun and so must be used in the singular form only: I've had a lot of trouble with the second-hand car I bought. (NOT troubles)

The word troubles is only used in very special circumstances to refer to all of the problems a person or country has: Telling someone else your troubles can really help.

However, it is better to avoid using it in this way unless you are completely sure. Trouble can also be used to mean difficulty in the phrase have trouble + -ing: I had a lot of trouble starting the car this morning.



1 setback

2.3 Complete the sentences with the phrases in the box. Use the verbs in bold to help you choose the correct phrase.

major hurdle minor difficulties minor setback sensitive issue current predicament

otal disaster significant challenge considerable controvers

There may be an advantage to depression.

_				
1	We experienced a few	at the	airport, but nothing very serious.	
2	The enormous cost of this programme is a		that we need to overcome.	
3	Adopting children from poor countries is a			
4	I doubt that recycling alone can get us out	of our		
5	The building of this dam will lead to a	for the local wildlife.		
6	Global warming presents a	f	or every government.	
7	We experienced a	_ when we	lost several plants, but the rest are thriving.	
8	The use of drugs by athletes has caused		in the world of sport.	
18	Read the passage below. Which TWO o	of the follow	ving statements are true?	
A	People should try to ignore depression.	D	Ancient people may have suffered from depression	
В	Depression is similar to obesity.	E	Depression is linked to old age.	

Depression is an ongoing and pervasive problem in our society, and it poses something of an evolutionary paradox: the brain plays a crucial role in our survival, so evolution should have left our brains resistant to such high rates of malfunction. The paradox could be resolved if depression was linked to growing old. After all, the functioning of all body systems and organs tends to deteriorate with age. This is not a satisfactory explanation for depression, however, as people are most likely to experience their first bout in adolescence. Perhaps depression is like obesity — a recent problem that has arisen because modern conditions are so different from those in which we evolved. Yet this is not a satisfactory explanation either as depression exists in every culture, including small-scale societies where people are thought to live in environments similar to those that prevailed in our evolutionary past.

There is another possibility: depression is, in fact, an adaptation, a state of mind which can bring real benefits. This is not to say that depression is not a serious problem. Depressed people often have trouble performing everyday activities and tend to isolate themselves socially. So what could be so useful about depression? Depressed people often think intensely about their problems. Numerous studies have shown that this thinking style is often highly analytical and can be very productive. Depressed people dwell on personal problems, breaking them down into smaller components. Each individual component is less problematic, so what begins as an insurmountable problem is far less difficult. This type of thinking allows people to gain insight into their problems. Indeed, when you are faced with a daunting problem, feeling depressed is often a useful response that may help you analyse and solve it. After all, depression is nature's way of telling you that you've got complex social problems that the mind is intent on solving.

3.2 GOLLOCATION Highlight or underline each occurrence of the word problem in the passage and note the adjectives and verbs used with it. 14 Tackling issues

Look at these words and decide if they mean the same as make better or make worse.

exacerbate	alleviate	hinder	mitigate	rectify	compound	complicate	improve	aggravate
make	better							
make	worse:				4		F-18	

Solutions

- Choose two of the issues in 1. What solutions can you suggest for them?
- 5.2 28 Listen to five people. Which problem in 1 is each person talking about?

	Problems	Expressions
1		
2		
3		
4		
5		

- 5.3 Now listen again and complete the table above with expressions used to talk about dealing with problems.
- Put the words in the box into the correct column below to show whether they collocate with do, make or take.

stock a mistake measures your best an effort notice of sure a change a chance part more harm than good

do	make	take



Vocabulary note

Be careful with the verbs prevent, protect and avoid. Look at the following examples and how these verbs are used:

prevent (= stop something from happening): Sunscreen can help to prevent skin cancer. / Sunscreen can prevent you from getting skin cancer.

protect (= keep you safe): Sunscreen can help protect you from skin cancer. avoid (= stay away from): Using sunscreen helps you to avoid skin cancer.

6.2 Look at part of an essay on obesity and choose the correct alternative to complete the sentences.

Clearly, obesity 'represents / presents a real 'problem / trouble today, but what can be done to 'find / resolve a solution to it? First, I think we have to 'do / make a real effort to deal 'with / in the underlying causes of obesity. If this isn't done, we will never completely 'resolve / raise this issue. All of our efforts will be wasted if we don't 'tackle / meet the 'difficult / difficulty situations that children face today, whether caused by increased pressure to succeed, isolation and loneliness, or boredom. Then we need to 'look to / deal with the factors that '"create / make the situation worse, namely poor diet and lack of exercise, and we also need to ''take / make measures to ''protect / prevent this from happening in the future.

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Obesity is now a major global epidemic. What can be done to tackle this increasingly common problem?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.



Test tip

For Writing Task 2, you may be asked to discuss a problem and possible solutions to it. For this type of question, you should explain exactly what the problem is (its causes and effects) and then consider the merits and drawbacks of various solutions.

Title de lodor 200 fiolog.	
Plan your answer here:	
Problem	
Causes	
H144134413441344134413441344134413441344	
Effects	
Possible solutions	



This Earth

Natural phenomena, agriculture

Natural phenomena

Use a dictionary to help you decide what part of speech the words in the box are. Then write the words under the correct pictures.

erupt severe strike dense tropical ash lightning rain earthquake volcano heavy wind fall lava torrential thunder freezing tremor aftershock fog

Verbs:..



1 Nouns: _____



2 Nouns: _____



3 Nouns: ______



4 Nouns: _____



5 Nouns; ______



6 Nouns: ____

Complete the passage with words from 1.1. You may need to change the for	rm.
--------------------------------------------------------------------------	-----

The storms took the whole island by surprise. There was a night of '______ rain, as well as severe '______, which blew down several outbuildings. At one point, the electricity in the atmosphere made it seem inevitable that high-rise buildings would be '_____ by lightning. Although that didn't happen, there was a twenty-minute period of deafening '_____, which terrified the islanders. Once the storms had passed, they looked towards the volcano and wondered if that might '_____ and cause even more damage.



2	Many of the words associated with weathe Match the idioms (1–8) with the meaning		lso used idiomatically or figuratively in English.
1	every cloud has a silver lining	а	feel overwhelmed, have too much work
2	in the cold light of day	Ъ	be aware of current opinions
3	weather the storm	C	see something for what it really is
4	know which way the wind is blowing	d	endure a difficult period
5	the calm before the storm	e	be totally unaware of or ignorant of
6	a storm in a teacup	f	a small problem that has been exaggerated
7	not have the foggiest idea	g	difficult situations can also have positive effects
8	be snowed under	h	a period of peace followed by a period of chaos
100	Now complete the sentences with idioms i	from 2.1	1. You may need to change the form.
1	We need to ignore all of the media hype and ex	amine tl	this problem
2	If the government introduces necessary but unp		r measures, they should be prepared to se the public with a softer approach.
3	Although the unemployment figures dropped t		xperts believe this may be of job losses predicted for the coming months.
4	Melting ice in Antarctica is leaving behind large	numbe	
5	Climate sceptics believe that scientists are exagg		
6	To be honest, I don't think the present governmeither drug problems or obesity. Agriculture	nent	what to do about
	Cross out the word in each of the following	g lists th	hat does not fit into the category in bold.
1	flowers petal fungus thorn stem leaf		
2	soil mud earth pest dirt sediment		
3	trees branch twig root trunk pasture		
4	plants species native fauna horticulture	y	
5	agriculture cultivate sow breed plough		ufacture
6	water flow melt drip drop drain		
7	man-made water dam reservoir stream	canal	E.
8	ocean current shore coast tide puddl		4
A	COLLOCATION Match the words in box		the words in box B.
A	b	76	

fuel circle change yields gases rain solution erosion dioxide



4.2 Read the passage as fast as you can, circling the phrases in 4.1 as you find them.

Current research models indicate that climate change associated with increasing levels of greenhouse gases is likely to lead to the soils in the interiors of the major continents drying out. In response to a drying of cropland, people are likely to seek either new sources of irrigation water or new, wetter areas to farm. If we choose desalination of seawater as a possible solution, large amounts of energy will be required. This means we are caught in a vicious circle as more fossil fuels are consumed. This results in an increase in carbon dioxide or greenhouse gas emissions. This in turn contributes to climate change, which warms up the planet. As a result, the earth dries out, causing soil erosion, and our crop yields decline, meaning that new sources of water need to be sought. Clearly, a long-term viable solution that does not produce acid rain and is not damaging to the environment is needed.

(4.3) Complete the flow chart with NO MORE THAN TWO WORDS from the passage for each answer.

Alternative water source through 1 are needed.		There is an increase in the use of ²
Not enough water for crops.	Irrigation problems	The level of ³ in the atmosphere rises.
There is a reduction in	. Soils dry out.	The temperature increases.

[5] [29] Listen to a talk and complete the table with no more than ONE WORD for each answer.

Issue	leads to:	effects:		
Climate change	higher 1	decrease in yield from 2 and 4 and poor soil quality		
Extreme weather	periods of 5 increased risk of 6	loss of crops		
Farming practices	use of 7 using land to feed 8	soil 9		
Urban development	to provide space for homes	 soil degradation 		
Genetically modified crops	• increased "	crops that are ¹² to diseases or pests reduction in the use of ¹³		

Now listen again while reading recording script 29 at the back of the book. Highlight or underline all the words and phrases used to show cause and effect.

Listening Section 3



Questions 1-7

What benefits do the speakers mention when talking about each of the following genetically modified crops?

Choose SEVEN answers from the box and write the correct letter, A-I, next to questions 1-7.

Genetically modified crops

- 1 maize
- 2 soya beans
- 3 wheat
- potatoes 4
- 5 rice
- tomatoes
- poplar trees

Benefits

- reduction in the use of weedkiller
- not harmful to animals
- healthier food source
- D medical uses
- E less pollution
- lower water consumption
- G profits for farmers
- H resistant to cold weather
- cheaper food prices

Questions 8-10

Choose the correct letter A, B or C.

- What do the speakers think about the article on genetically modified crops?
 - It was poorly researched.
 - It was quite biased. В
 - It was out of date.
- What advantage of genetically modified crops did the article stress?
 - reduced use of chemicals
 - В improved soil conditions
 - increased profits for farmers
- What concern do the speakers have about genetically modified foods? 10
 - the impact on our health A
 - В the impact on animals
 - the impact on other crops

Test three (Units 11–15)

1	Mobile phones make m	e fee	d	to the worl	d around me.		
	A contacted	В	connected	C	embrace	D	touching
2	Despite the advantages ever.	of w	vireless internet	connection	s, technology seem	s more	e than
	A invasive	В		С	convenient	D	harassed
3	The school banned soci	ial ne	etworking sites v	vhen	became a	proble	em.
	A illegal downloads		internet fraud		cyberbullying		security threats
4	Natural materials such a	1S	are	much more	e in demand nowac	avs.	
	A concrete		nylon		polyester	-	cotton
5	You can slow the train d	lown	by	on this le	ever.		
	A pushing		turning		pulling	D	braking
6	Everything in the house	coul	d be operated w	vith just the	press of a		
	A button		control		dial		nail
7	I have to dress up a lot t	for w	ork, so at the w	eekend I pr	efer to wear somet	hing m	ore
	A chic		mundane		trendy	_	elegant
8	That skirt is a real fashio	n	1 d	ion't think I	've ever seen one li	ke it b	efore.
	A statement	В	conscious	С	clothes	D	follower
9	Growing consumerism of as a result,	caus	es environmenta	ıl problems	because of how m	uch we	need to
	A retain	В	store	C	dispose	D	hoard
10	Putting varnish on wood	l is o	ne way of	it.			
	A discarding	В	eradicating	C	abandoning	D	preserving
11	It's not your salary but y	our	th	at retailers	are really interested	d in.	
	A domestic product	В	personal consumption	С	private property	D	consumerism
12	Most of the residents of	this	community have	e a large di	sposable		
	A revenue	В	profit	С	income	D	salary
13	While I enjoyed the restf			-			for me.
	A hasty	В	pristine	С	remote	D	frantic
14	The biggest problem we			*************	on our roads.		
	A congestion	B	pollution	С	transportation	D	fragmentation
15	We hope our goodthemselves here.	445544555	and a stroi	ng workford	ce will encourage m	ore co	mpanies to base
	A system	В	infrastructure	C	recreation	D	structure

16	The huge influx of peo	ople and a lack of cheap I	nousing led to an increase	inin the area.
	A estates	B suburbs	C slums	D towns
17	The council are encou	raging high-rise apartme	nts to try to stop the urban	
	A suburbs	B shanty	C housing	D sprawl
18	We are carrying out a	comparative study of hea	alth problems in urban and	areas.
	A wild	B countryside	C rural	D rustic
19	The visiting politician	s criticism of the governm	nent caused a lot of	
	A controversy	B dilemmas	C setbacks	D hurdles
20		the dumping of waste into	the river system has beer	adisaster for
	the ecosystem. A minor	B total	C sensitive	D current
04	To euro	burn you need to reapply	sunscreen every three ho	urs.
21	A guard	B avoid	C protect	D tackle
	A guaro			
22		out only with great		
	A catastrophe	B difficulty	C crisis	D disaster
23	Gale force winds	the progress of	of the rescue teams.	
	A alleviated		C improved	D hindered
24	The arrival of the eno	rmous telephone bill	a further probler	m,
	A overcame	B resolved	C remedied	D presented
25	The st	rike caused a great deal	of damage to the house.	
	A lightning	B volcano	C earthquake	D tornado
26	It remains to be seen	if the president can weat	ther the political	caused by his remarks.
	A thunder	B storm	C force	D wind
27	At the moment we ar	re far too dependent on	fuels to meet	our energy needs.
***	A fossil	B carbon	C acid	D alternative
28	Thew	as built to shorten the trip	for ships travelling to the	United States.
20	A stream	B dam	C reservoir	D canal
29	He was carried along	by theun	til he found himself well ou	
	A coast	B shore	C current	D drift
30	The farmers in the ar	ea dugdit	ches for their crops.	
Ju	A flood	B irrigation	C erosion	D drought

Energy efficient

Energy, natural resources

Energy

- COLLOCATION The words in box A all collocate with power. Match each kind of power with the pictures (1-5).
- A nuclear wave wind solar hydroelectric
- Now combine the words in box A with as many words as possible from box B.
- B dam plant panel turbine waste power station farm
- Listen to a conversation between two students. Which types of power do they think are a good idea?
- 1.1 and 1.2 that you hear.
- The following verbs can all be used with energy. Match the verbs (1-6) with the verbs with a similar meaning (a-f).

b supply

- 1 produce a harness
- 3 need c generate
- 4 save d conserve
- 5 provide e require
- capture f consume













Test tip

Accurately using words like verbs a-f in your Speaking and Writing test will improve your IELT'S Band Score.

- Complete the sentences with a suitable verb from 1.5. You may need to change the form.
- 1 Many domestic solar energy systems don't ______ enough energy to meet all our needs.
- 2 Statistics show that the majority of energy ______ in UK households is for heating.
- 3 Large screen TVs ______ far more energy than older models.
- 4 People say a solar energy plant on the moon would be capable of ______ all our energy needs.
- 5 Turbines are used to ______ the energy from the wind.

use

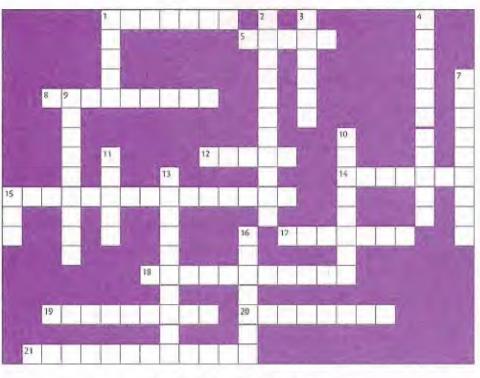
Complete the crossword.

Across

- Most UK household electricity is used for this.
- 5 toxic gases from cars which aren't good to breathe in
- 8 A country's _____ are the deposits it has in coal, gas, etc.
- 12 an adjective meaning from the sun
- 14 the power produced from the nucleus of an atom
- 15 Biofuels are more ______ friendly than petrol.
- 17 to totally use up
- 18 a different option
- 19 Fuel sources that won't run out are
- 20 a type of petrol with the lead taken out
- 21 a battery that can be reused

Down

- 1 prefix connected with water
- 2 causing little or no damage to the environment
- 3 We put this in our cars to fuel them.
- 4 Gas, coal and oil are all _____



- 7 People talk about reducing their carbon
- 9 see 5 across: another word for these
- 10 to produce (energy)
- 11 This is produced when there is a fire.
- 13 able to be recycled
- 15 Demand for _____-friendly hybrid cars is soaring.
- 16 to use fuel, energy or time in large amounts

Now complete the following passage with words and phrases from the crossword.

2 but it does not occur	naturally – it has to
be made. Scientists have struggled to find	a way to make it that
doesn't 3 vast amounts	of energy, use up
scarce natural *, or resu	ult in high levels of
greenhouse gas ⁵ How	ever, researchers at the
University of Leeds have now found an en	
make hydrogen out of used vegetable oils	discarded by restaurants.
The process they have developed creates	the hydrogen gas which
they claim is vital for our future as it provi	des a huge range of
possibilities. Among many other things, it	could be used instead
of 6to run our cars, and	1 to 7
the electricity we need for the ⁸	that keeps our
homes warm. It should also be possible to	produce hydrogen in
a 9way by using other 1	10
materials in addition to cooking oil. 'We ar	re working towards a vision
of the hydrogen economy,' said one of the	researchers working on



Test tip

The information contained in a summary or set of notes in Reading test questions may be in a different order to the passage itself.

the project.

Natural resources

Choose the correct alternative to complete the sentences.

- 1 We need to curb / maximise our use of fossil fuels.
- 2 Our levels of petrol burning / consumption are not sustainable.
- 3 At present, we burn fossil fuels to generate / power electricity.
- 4 Domestic alternative energy sources can only produce enough energy to run / provide small appliances.
- 5 Electricity / Electrical power is something we just take for granted.
- 6 Diesel cars are more effective / efficient than petrol ones because they use less fuel per kilometre.
- 7 It's the fumes / emits cars produce that causes greenhouse gases.
- 8 Many experts are concerned that if we continue to use petrol at the current rate, we will exhaust / wear out our natural reserves within the next 50 years.

0

Error warning

We usually use resources in the plural,

not the singular. Source is used to refer to the place something comes from:

Oil, gas and coal are natural resources

used to produce energy. NOT natural

Books should still be seen as a good source of information. NOT a good

resource / sources

resource of information

Listen to a talk about the history of mining in Australia and match the dates (1-5) with the events (A-H) in the box.

Dates Events local stone was quarried people left Australia in search of gold 1 1788 important site for precious stones found 1799 first gold mine was established first shipments of coal sent overseas 1841 C the first deep coal mine was dug H diamonds were first found 1849 mining of metal began 4 5 1915

- Now listen again and match the words (1-6) with the definitions (a-f). Look at recording script 32 at the back of the book to check your answers, and use a dictionary to help you.
- 1 ochre a easily changed into a new shape
- 2 a quarry b rock from which metal can be obtained
- 3 malleable c a naturally coloured type of rock or earth
- 4 ore d to obtain metal from a rock by exposing it to very high temperature
- 5 smelt e a large artificial hole in the ground where stone is dug for use as building material
- 6 an opal f a precious stone or gem
- 5 PRONUNCIATION Many English words contain the weak sound 'schwa' (/ə/). In the following list of words, underline the syllable with the main stress and circle the schwa sound(s). Listen to check your answers and then practise saying the words.

alternative	consumption	sustainable	battery
neutral	emission	renewable	recyclable
efficient	carbon	energy	rechargeable

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Alternative energy sources that use the natural power of the wind, waves and sun are too expensive and complicated to replace the coal, oil and gas that we use to power our cities and transport.

To what extent do you agree or disagree with this opinion?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.	
Write at least 250 words.	
Plan your answer here:	
Agree	

	1917111
	411833
	,
Disagree	

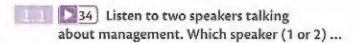
4	
	111111111
	111221



Getting down to business

Management, personal finance

Management



- A is concerned about a management issue?
- B is proud of a recent project?
- C is in charge of a large workforce?
- D recently gained a promotion?
- E is linking up with another company?



Now listen again. Which of the idioms in the box do the speakers use?

a golden opportunity sell like hotcakes a household name a spanner in the works a hands-on approach make a name for yourself corner the market the bottom line a win-win situation the tricks of the trade in the red

Now match the words (1-6) from the listening with the definitions (a-f).

- 1 promote a to raise someone to a higher or more important position
- 2 capital b to join or unite to form a larger organisation
- 3 calculated risk e relating to your own country
- 4 amalgamate d a large amount of money for starting a company
- 5 domestic e a reduction in something made to save money
- 6 cutback f a chance that you consider to be worth taking

COLLOCATION Choose the correct alternative to complete the sentences. Use the words in bold to help you.

- 1 We need a set of guidelines for anyone wishing to draw over / draw up an employment contract.
- 2 When times are tough, employers do not take on / take up as many new staff.
- 3 We decided to set down / set up an office near the airport as many of our biggest clients were based there.
- 4 New employees may be tempted to take in / take on too much responsibility when they first join a firm.
- 5 Each of our managers is in charge for / in charge of around 20 staff.
- 6 Starting up our own company was a risk, but it has really paid up / paid off for us.
- 7 It's important to keep track of / keep track for how much money your department is spending.
- 8 Setting up our own website allowed us to break through / break into the overseas market.

- 2 COLLOCATION Match the verbs in box A with the nouns in box B. Some verbs match more than one noun.
- A negotiate hold take make sign chair meet miss reach recruit manage
- a contract a deal a meeting staff an agreement a deadline a project control
- Look at the following extract from an IELTS Writing Task 2 answer. Choose the correct alternative to improve the accuracy of the answer.

A common belief nowadays is that the success of a company is determined by how happy its employees are. But 'a pay / money alone is not sufficient to make staff happy. Instead, companies need to offer them good 'working / job conditions and benefits such as healthcare payments and childcare facilities. It also helps if people choose an 'employment / occupation that they enjoy and find fulfilling rather than simply doing a job to earn money.



Error warning



The word staff refers to all the people working for an organisation. To talk about one person, you need to say member of staff or employee: I recently had a problem with a member of staff in your company (or an employee in your company or one of your staff). NOT I recently had a problem with a staff in your company

V

Vocabulary note

We use the preposition in with employment, industry, a/the job etc.: My father remained in the same job for 35 years. NOT on the same job. The number of women in higher posts has dropped recently. NOT at higher posts / into higher posts

Retaining ^a a staff / an employee means that companies can save a lot of money recruiting and training new ones. A worker who feels well looked after by their ^semployee / employer is more likely to stay in that job for a long time. Moreover, long-term employees are more likely to be promoted to a ⁶managing / managerial ⁷position / place within the company. This type of ⁸location / post can act as a reward for their loyalty and commitment.

Personal finance

Read the passage and then complete the sentences on the next page with NO MORE THAN TWO WORDS from the passage.

In this tough economy, the allure of purchasing lottery tickets seems like a pretty enticing way to erase financial problems. But new research from Vanderbilt Law School found that people who won between \$50,000 and \$150,000 only postponed bankruptcy. The researchers found that mid-level lottery winners did not in fact pay off their debt or increase equity in new or existing assets. And though these mid-level lottery winners were less likely than small winners (those who won less than \$10,000) to become bankrupt immediately after winning, they were 50 per cent more likely to do so three to five years after winning their prize. 'Our results are consistent with some winners using their prize to take additional risks or buy luxury goods,' said a researcher. 'Others simply lack the knowledge to handle large amounts of money wisely.'

The researchers used data from Florida's Fantasy 5 lottery game from April 1993 through November 2002. They examined all winners who won more than \$600. This added up to almost 35,000 individuals. In all, almost 2,000 Fantasy 5 winners were linked to a bankruptcy in the five years after winning. The fact that they filed for bankruptcy is significant for several reasons. 'Filing for bankruptcy is arguably the most extreme signal of financial distress,' said the researcher. 'Not only is it bad for creditors, but it also seriously harms a filer's credit rating, affecting the availability and cost of future loans.'

-		
1	People may buy a lottery ticket as a way of solving	Error warning
2	Researchers found that winners of between \$50,000 and \$150,000 failed to get out of	When you are writing large numbers, do not add an 's' to the number:
3	Researchers believe lottery winners often spend their money on	200,000 = two hundred thousand. NOT two hundreds thousands
4	A certain number of lottery winners were within five years of winning their prize.	The plural form is only used to give an approximate idea: There were thousands of people there.
5	Lottery winners may find it difficult to obtain if they have had financial problems.	You can use numerals instead of words, but we usually write larger numbers such as three million.
4	2 COLLOCATION Highlight or underline each occurence in the passage of the words and phrases associated with money pr	oblems.
4	COLLOCATION The words in bold in the following senter or budget. Use a dictionary to help you choose the right words to	nces collocate with either cost, income o complete the sentences.
1	We increased our profits through a combination of	-cutting and price increases.
2	I try to stay within my, but then I see something I	really want to buy!
3	Low families must find it difficult to manage when	prices rise rapidly.
4	You may need to take on an extra job to supplement your	
5	Our department has an annual of \$100,000 to cove	
6	The recent rise in interest rates will increase the of	
	My annual bonus covers the of our summer holida	
7	My annual bonus covers the of our summer holida	ıy.
	Look at the pie chart and complete the paragraph below with the words and phrases in the box. There is one extra word/phrase that you don't need.	
100	pent 40 thousand of 13 thousand for amount of aid seven thousand purchases on budget	
Ac !	cording to the chart, the average family in the US made over dollars worth of household in 2003. The pie chart shows how this	
3	money was 4	■ Housing \$13,432 □ Entertainment \$2,18
Th	e vast majority ⁵ the family	■ Transport \$7,781 □ Clothing \$1,640
6_	went on accommodation, which accounted	☐ Food \$6,021 ☐ Other \$9,756
Th	over ⁷ dollars on average. e average household ⁸ a total of \$6,021	Total \$40,817
	their groceries, while also spending over	
100	dollars 10 travel.	

Reading

You should spend about 20 minutes on Questions 1-13, which are based on the Reading Passage below.

Questions 1-6

The Reading Passage has seven paragraphs, A-F.

Choose the correct headings for paragraphs A-F from the list of headings below.

Write the correct number, i-viii, next to questions 1-6 below.

List of headings

- i The advantages of offering a variety of products
- ii Increasing profits by working with other industries
- iii Regaining customer trust
- iv Turning protection for the customer into profit for the company
- Initial good intentions that may eventually lose you customers
- vi Industry that profits from a lack of commitment
- vii The main reason companies choose to ignore a core business belief
- viii Profiting from customers' wish to save money
- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F

Companies and the customers who hate them

Many companies encourage customers to make bad purchases.

- A One of the most influential propositions in marketing is that customer satisfaction means loyalty and loyalty means profits. Why, then, do so many companies infuriate their customers with contracts, fees and fine print, penalising them for their business? Because, unfortunately, companies have found that confused and illinformed customers, who often end up making poor purchasing decisions, can be highly profitable indeed.
- B Some companies consciously and cynically exploit their customers' confusion in this way. However, in our conversations with dozens of executives in various industries we found that many firms have unwittingly fallen into this trap. Think of the cell or mobile phone service, and banking and credit card industries, each of which now profits from customers who fail to understand or follow the rules about minute use, minimum balances, overdrafts, credit limits, or

- payment deadlines. Most of the companies in these industries started out with product and pricing strategies designed to provide value to a variety of customer segments, each with its own needs and price sensitivities. Yet today, many companies in these industries find that their transparent, customer-centred strategies for delivering value have evolved into confusing company-centred strategies for extracting it. Although this approach may work for a while (many notable practitioners are highly profitable), businesses that prey on customers are always vulnerable to possible hostility. At any time, customers may retaliate with anger, lawsuits and defection.
- C Companies can profit from customers' confusion, ignorance and poor decision making using several means. The first stems from a legitimate attempt to create value by giving customers a broad set of options. A company creates a diverse product and pricing portfolio to meet the price range and needs of different customer segments. All else being equal, a hotel that has three types of room at three different prices can serve a wider customer base than a hotel with just one type of room at one price. However, customers benefit from such diversity only when they are guided towards the option that best suits their needs. A company is less likely to help customers make good choices if it knows that it can generate more profits when they make poor ones. Of course, only the most flagrant companies would explicitly persuade customers into making bad choices. Yet there are subtle ways in which even generally wellintentioned firms use a complex range of choices to encourage poor decisions. A wide range of offers can confuse customers with a lack of transparency (hotels, for example, often don't reveal information about discounts and, along with car hire companies, fail to inform customers about possible upgrades); they can make it harder for customers to distinguish between products, even when complete information is available (as is often the case with banking services); and they can often take advantage of consumers' difficulty in predicting their needs (for instance, how many cell phone minutes they'll use each month),
- D Companies can also profit from customers' bad decisions by over-relying on penalties and fees. Such charges may have been conceived as a way to deter undesirable customer behaviour and offset the costs that businesses incur as a result of that behaviour. Penalties for problems such as bouncing a cheque, for example, were originally designed to discourage banking customers from spending more money than they had and to recoup administrative costs. The practice was thus fair to customer and company alike. But many firms have discovered just how profitable penalties can be; as a result, they have an incentive to encourage their customers to incur them - or at least not to discourage them from doing so. Many credit card issuers, for example, choose not to deny a transaction that would put the cardholder over his or her credit limit; it's more profitable to let the customer overspend and then impose penalties.
- From hotels to video stores and car rentals.

 Health club companies also have a long history of luring customers with attractive short-term offers, assaulting them with aggressive sales pitches, and then binding them with long-term contracts. That's because some of their most profitable customers have been those who were enticed to sign up for a long-term membership but then rarely visited the club. Indeed, many companies, knowing the typical health club customer will underuse the facility, intentionally sell many more memberships than they have floor space to accommodate.
- F Some companies are challenging the industry's bad behaviour. In fact one company, Life Time Fitness, has become one of the largest fitness chains in the US by eschewing contracts altogether. Membership can be cancelled at any time with no penalty. Other smaller companies are experimenting with less antagonistic ways to retain customers, such as reward points for customers who work out regularly. As Brad Fogel, chief marketing officer at 24 Hour Fitness, explains, 'We learned that by giving customers incentives to visit the club more frequently, they become more loyal and ultimately remain with us longer.'

Questions 7 and 8

Which TWO of the following are mentioned in relation to banks?

Choose TWO of the letters, A-E.

- A giving false information
- B limiting customer choices
- C giving confusing information
- D customers paying for mistakes
- E hiding discounts

Questions 9-13

Complete the sentences below with NO MORE THAN THREE WORDS from the passage.

9	Both hotels and car hire companies may choose not to tell their customers about
	International Control of the Control
10	Credit card companies would help customers avoid penalties by deciding to
11	Health clubs use tempting to persuade new customers to join.
12	an agreement.
13	are one way of encouraging customers to stay with a company without a contract.



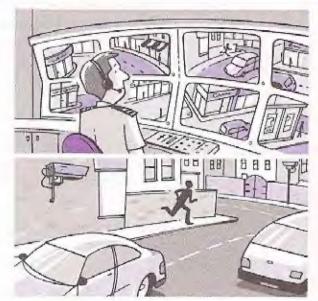


Law enforcement

Crime, punishment

Crime

- Read the following questions and consider how you would answer them.
- 1 Do you prefer going out alone or with friends? (Why?)
- 2 Do you think young people today are well behaved? (Why? / Why not?)
- 3 If young people commit a crime, who do you think is responsible?
- in 1.1 does each speaker answer? Write at least two types of criminal activity each speaker mentions.



	Question	Types of criminal activity	Possible causes
A			 children left alone loss of hang around with the wrong people
В		,	loss of for the rules of society peer too much violence in
С			increasing levels economic reasons

- Listen again and complete the notes about the possible causes of crime the speakers mention.
- GOLLOGATION Match the adjectives and nouns in the box with the nouns below.

act unsolved statistics convicted organised petty juvenile prevention investigation hardened rate activity record armed gun offence

crime	
	crime
criminal	
	crimin



Error warning



Criminal refers to the guilty person and crime refers to the act. We refer to the crime rate NOT criminal rate and the criminal world NOT crime world. We also talk about juvenile crime NOT young crime.

1.5	COLLOCATION Now complete the following sentence	es
	with either crime or criminal(s). Use the words in bold t	0
	help you.	

4		
3	Vandals are generally seen as petty	
-	varidals are generally seem as pecty	

2	If young people become involved in juvenile _	,
	they are more likely to have a	_ record when they
	are older	

3	The	rate has actually decreased in some parts of	of
	New York in re	ent years.	

4	He was a hardened	with a long list of previous
	convictions.	

Pro-	Prosecutors have launched a	the state of the s
3	Prosecurors have launched a	investigation into the firm's accounting practices
1000	1 Tobecators nave launence a	mrestigation into the ministrations practices

6 Police and federal officials are working together to target gun ______.

Į

Error warning



The word act refers to a type of behaviour, e.g. an act of violence, an act of bravery, an act of kindness, a criminal act. NOT criminal action

The word action refers to the process of doing something, especially when dealing with a problem, e.g. take action, a plan of action, this calls for prompt action.

Punishment

COLLOCATION Match the words (1-6) with the words they collocate with (a-f).

1 capital

2 community

3 a heavy

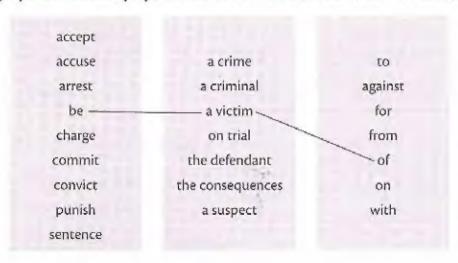
4 a prison

5 a life

6 a treatment

- a programme
- b fine
- c service
- d punishment
- e term
- f sentence

COLLOCATION Which words collocate with the verbs in the first column? Not all of the verbs require a preposition and the prepositions can be used more than once. Use a dictionary to help you.





1	Children should be taught to	their actions. (consequences)		
2	The graph shows that today, three times as many people are shoplifting than in 1970. (arrest)	· likely to		
3	If you a violent crime,	iolent crime, it can take years to get over it. (victim)		
	If a person is a crime the lawyer to defend them. (charge)	a crime they did not commit, it's my job as a criminal		
5	If you, you should be j	punished. (commit)		
ā	A local drifter was life	without parole for the murder. (sentence)		
	4 You will hear someone talking about a study of much of the passage about the study's findings as you A recent study looked into the effect of 1 researchers found 96 pairs of convicted 2	can. Then listen to check your answers. on criminals. The		
	assault. One men			
	the other had been given some type of non-custodial * committed the same kind of * and had had appeared * the	All of the criminals had d had similar previous experiences of prison and		
	go to 8 The results support other study 9 criminals or actually increases crimin There is still a place for prisons, and most people think d 10 in some way. But the study suggests may be just as suitable a form of punishment for minor of	nal activity. langerous criminals need to be that ¹¹		
-	Cross out the adjective in each of the following list that does not mean the same as the adjective in bold. dictionary to help you.	Control of the Contro		
7	shocking atrocious hostile appalling horrifying	marked on stress and intonation.		
	minor petty trivial insignificant compact	Make sure you use stress appropriately to intensify the		
1	severe lenient harsh heavy strict	meaning of your words, e.g. I think		
2	worrying concerning underlying troubling disturbin	this type of crime is shocking. I'm totall opposed to capital punishment.		
2 3 4				
2	The phrases on the right show support for or opposition sentences showing how you feel about the following of			
2	sentences showing how you feel about the following o	pinions.		
2	sentences showing how you feel about the following of Some of the conditions in prisons are appalling.	I'm totally opposed to I can't condone		
2 3 1	Some of the conditions in prisons are appalling. People should not be sent to prison for minor crimes.	pinions.		
2	Some of the conditions in prisons are appalling. People should not be sent to prison for minor crimes.	I'm totally opposed to I can't condone		

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Each year, the crime rate increases. What are the causes of crime and what could be done to prevent this rise in criminal activity?



Test tip

You need to plan your essay to make sure your argument is logical, well organised, and easy to follow. Use the space below to plan your ideas and make a note of any words from this unit that you would like to use.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.
Write at least 250 words.
Plan your answer here:
Causes of crime
413-44-417-41-41-41-41-41-41-41-41-41-41-41-41-41-
Possible solutions
Possible solutions



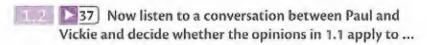


The media

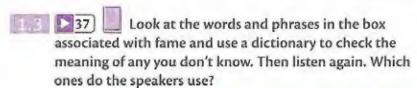
Fame and the media, media bias

Fame and the media

- Look at the opinions and decide which ones you agree or disagree with.
- 1 Reality TV shows are not very entertaining.
- 2 Reality TV shows are as popular now as ten years ago.
- 3 The main reason people take part in reality TV shows is because they want to be famous.
- 4 Newspapers increase public enthusiasm for reality TV shows.
- 5 Some reporters go too far when they pursue famous people.
- 6 Some people are famous for the wrong reasons.



- A Paul
- B Vickie
- C both Paul and Vickie





V

Vocabulary note

Infamous means famous for doing something bad, e.g. Ronnie Biggs, the infamous train robber, died in 2001.

Celebrity is used to refer to famous people: They invited a celebrity along to open the event.

The paparazzi are the photographers who follow celebrities around.

shoot to fame worldwide phenomenon media attention in the public eye high-profile in the headlines instant celebrities world-famous become famous overnight tabloid press paparazzi prominent eminent making headlines gossip columns new-found fame chief claim to fame earn fame

Which part of the media are the following words associated with? Put them into the correct column. Some words belong in both columns.

article reporter broadcaster viewer reader series print publication listener tabloid episode publisher screen the press headlines journalist online edition rolling news live stream programme gossip column

Television and radio

Newspapers and magazines



Error warning



We use the preposition for with the word famous: New Orleans is famous for its music. NOT famous with / famous on. Famous describes something that is well known by many people: The Eiffel Tower is a famous building in Paris.

We use popular to refer to things that are liked or used by a lot of people: The train is the most popular form of transport in my home town. NOT the most famous form of transport



	e the following answers to two Speaking test
	s. Some of the words you need to use are in the table it you may need to use them in a different form.
How do y	ou think the media will change in the future?
Well, I thi	nk we are already moving from getting our news from articles and moving to digital,
2	of newspapers. Then there's the
3	we have on the TV day and night. This is
actually r	noving online, too, with many TV companies offering so you can watch the news on your
compute	or phone. I think we will soon blur the distinction
between we will be website.	a ⁵ , a listener and a viewer because e doing all these things at the same time on the same

What is the role of the media in our society today? Do you think they do a good job?

Well, I think they have a responsibility to keep us informed about what's happening in the world. But unfortunately, sometimes they're more concerned about profits and so there are lots of sensational 6______ to try to persuade us to buy a newspaper, and sometimes as much prominence is given to a 7_ ___ column as to the serious news stories. Of course, I realise that the media is also there to entertain people, but we need to bear in mind the impact it has on our society. For example, they should make sure that unsuitable content is kept away from children. The images that are ^E ____ on our television 9_ often not suitable for children, and I think 10. have a duty to warn parents about that.



Error warning



The media refers to newspapers. magazines, radio and television and has a definite article.

Medium refers to a method or way of expressing something, e.g. the print medium / through the medium of television. I believe television is the most effective medium for advertising. NOT the most effective media

Medium is singular and media is plural, but we don't always use a plural verb with it.



Vocabulary note

Notice the following rules for the spelling of the words programme and program:

programme (UK only) = a show on television

program (US only) = a show on television

program (UK and US) = instructions for a computer (a verb and a noun)

Media bias

Read the passage on the next page and write YES, NO or NOT GIVEN for questions 1-8.

- Baxter believes biased media reports reflect the attitude of the general public with regard to women in politics.
- Baxter maintains that female politicians are treated more fairly on TV than in newspapers.
- Baxter warns that the attitude of the media may lead to fewer women in politics. 3
- Baxter suggests that the press try to show that female politicians make poor leaders.
- According to Baxter, the general public is biased against the idea of female leaders.
- In the tabloids, Baxter found fewer articles than anticipated about local politicians.
- Most print media provide political reporting that is impartial.
- Baxter should have included a wider range of newspapers in her study.



Regardless of their suitability, the moment a female candidate announces their intention of entering the political arena, the press immediately begin to speculate about the possibility of a female president of the United States. The media debate doesn't stop even if the candidate fails to get nominated as a candidate.

In her recent book, *Media Bias and Politics*, Susanna Baxter explores the press treatment of female presidential candidates from the 1800s to the present day. Baxter contends that, while the public's attitude towards women in politics has evolved considerably, media coverage both on TV and in the press, has failed to keep pace and remains biased against them. We generally use the press as our primary source of information about political candidates. According to Baxter, it could therefore be argued that, by treating women unfairly, media reports not only impede the progress of female candidates but also inevitably deter women from taking part in the political process.

The book begins by examining the stereotypes that the media ascribes to female candidates, and asserts that, as well as portraying women as incompetent leaders, reporters also tend to describe them their according to their fashion choices. Baxter also concludes that reporting on male candidates is far more likely to concentrate on political issues and questions whether we are in fact ready for a woman president. She claims that this blatant media prejudice against women contradicts opinion polls that indicate voters would actually support a female candidate.

Baxter's study involved a detailed analysis of national broadsheets and one tabloid from each candidate's local area. In my view, the inevitable home-town bias of local newspapers could give a distorted view in terms of the number and length of articles they contain. Furthermore, when it comes to elections, the coverage in the majority of newspapers is generally tainted with political bias. Consequently, selecting only one newspaper from each town seems too small a sample to reach any decisive conclusion.

Find the verbs (1-6) in the reading passage and then match them with the correct definitions (a-f).

- 1 announce
- 2 speculate
- 3 explore / examine
- 4 contend / argue / assert
- 5 conclude
- 6 indicate

- a guess possible answers to a question
- b discuss an idea carefully to discover more about it
- c show or make clear
- d judge or decide something after some consideration
- e state something is true or a fact
- f state publicly

3.3 Which of the verbs in the box are used to say that something is not certain or in doubt, and which are used to say that something is true or a fact?

disagree question state debate cite contest challenge declare dispute

Complete the following sentences with the words in the box.

biased prejudiced influential subjective impartial

- Some companies are ______ against taking on employees over 40.
- The mass media is very ______ in our society and has a big impact on young people.
- 3 I think they're the best team here, but then I am ______ as I'm their teacher.
- 4 The judging of artistic works can be very ______; we need to find a way to make it more specific.
- 5 A good sports journalist tries to remain ______ and doesn't show support for any one team.



Speaking

Part 1 (4-5 minutes)

The examiner will ask you some questions about yourself, your home, work or studies, and familiar topics.

- 1 Do you work or are you a student?
- 2 Is it important to enjoy what you do? (Why? / Why not?)
- 3 Do you spend a lot of time with other people where you work or study? (Why? / Why not?)
- 4 Tell me about your home town in your country.
- 5 Is it a good place to visit? (Why? / Why not?)
- 6 What would you improve about your home town? (Why? / Why not?)
- 7 How often do you send letters or emails?
- 8 Do you prefer to write to someone or speak to them on the telephone? (Why?)

Part 2 (3-4 minutes)

The examiner will give you a topic like the one on the right and ask you to talk about it for one to two minutes. Before you talk, you have one minute to think about what you are going to say. The examiner will give you some paper and a pencil so you can make notes if you want to.

Describe a television show you have seen recently. You should say:

- what it was about
- where and when you saw it
- what type of programme it was and say why you enjoy this kind of show.

Part 3 (4-5 minutes)

The examiner will ask some more general questions which follow on from the topic in Part 2.

- 1 Is it better to read a book or watch TV?
- 2 Is it important for children to have books at home?
- 3 Should young people read newspapers?
- 4 Do you think we will read more or less in the future?
- 5 Is local news important?
- 6 Is there too much news these days?
- 7 Should news services be controlled by the government or by private business?
- 8 How easy is it for broadcasters and media outlets to manipulate public opinion?



Test tip

Make sure you keep to the time limit and, if possible, record your response so that you can play it back at the end. Use as much new vocabulary as you can.





A matter of taste

The arts, personal taste

The arts

- the map. Write the correct letter A-H next to questions 1-6.
- 1 ___ Sculpture garden 4 ___ Live music
- 2 ___ Paintings 5 ___ Meet the author
- 3 ___ Craft market 6 ___ Theatre in the park





Use a dictionary to help you complete the table.

Noun	Adjective	Noun	Adjective
figure		art	
creation	350 35	poetry	
imagination		music	
inspiration		fiction	
culture		drama	
originality		tradition	

11.3	COLLOCATION	Match the nouns in the box with the
	verbs they colloca	ate with (1-6).

ā	talent	a song	a play	art	a photograph	a film
1	compo	ose / reco	rd / play			
2	perfor	m / rehea	rse / sta	ge		
3	take /	pose for /	publish			
4	make /	shoot / s	creen _			
5	create	/ exhibit	/ collect			
6	have /	cultivate	/ nurtur	e		

17 H	
V	Error warning
-	Error wurning

make it art.



We use the arts (plural) to refer to all artistic fields, e.g. Even ancient civilisations showed a love and appreciation of the arts. NOT arts

Art refers to a school subject, e.g. I studied art at school or a general concept, e.g. Putting an empty milk

bottle on display in a gallery doesn't

	and the second second second		
in in the control of	Now complete the sentences with the ap	ppropriate form of words from	1.2 and 1.3.

1	Museums should e	indigenous art to help preserve t_	art forms.
2	It's so hard to cexperiences.	songs without any i	. That's why I write about my
3	The original film was s	in black and white to make it n	nore d
4	Young people are very c	and we should do our best to	n their talents
	This is a theatre that prefers to sare-work the classics.	plays based on o	writing rather than

Complete the sentences below with NO MORE THAN TWO WORDS from the passage.

Rock engravings from the Copper Age found all over Europe in remote, hidden locations, indicate the artwork of the period was more than mere visual images, researchers believe. In fact, prehistoric humans enjoyed a primitive version of cinema, according to researchers. 'The cliff engravings ... in our opinion are not just images but formed part of an audiovisual performance,' said Frederick Baker of the Museum of Archaeology and Anthropology at the University of Cambridge. 'There was still no moving image but the pictures created sequences like in animation ... this was not just a treat for the eyes but also for the ears, as these rock engravings are especially found in locations with particular echoes.'

The scientists have now launched a joint project with Weimar's Bauhaus University in Germany to recreate these 'films', using computer technology to establish the sequence of images and animate them like in a cartoon. The 'movies', dating back to 4000–1000 BC, often depict dances or hunts, but interestingly never show death and rarely portray women, the project's coordinators said. The project is being conducted in Valcamonica, in Italy's northern Lombardy region, where the highest concentration of such engravings – some 100,000 pictures – can be found.

1	During the Copper Age, prehistoric people carved in rock.
2	Scientists believe the rocks may have been used as a very basic form of
3	Frederick Baker compared the ancient pictures to a modern-day
4	The fact that are present in the areas indicate that sound may have been involved.
5	The subjects covered by the images include and and
6	One subject that does not appear is
7	Depictions of very seldom occur in the images.



Personal taste

COLLOCATION Look at the phrases in the box with the word taste. Use a dictionary to help you choose the correct phrases to complete the sentences below.

in bad taste acquire a taste for have good taste in have poor taste in suit all tastes a matter of taste (to) my taste share the same tastes diverse tastes

The jokes he made about the earthquake were
 and quite offensive.

Vocat

Vocabulary note

Taste can refer to the flavour of something, e.g. I love the taste of chocolate, or to the things that a person likes. It can be singular, referring to one particular thing, e.g. He has good taste in clothes, or plural when referring to more than one thing, e.g. I have very expensive tastes.

2	I'm not a good judge of art but I believe I	clot	hes.	
3	My sister and I wanted to decorate our bedroom but a could never agree on a colour!	ve don't		so we
4	Humour can be quite personal and subjective - it real	ly is		
5	I have quitein m	usic – I enjoy opera and rap.		
6	I've tried them often but I've never managed to		oysters.	
7	I think it's virtually impossible to find a piece of music	that will		

Use a dictionary to help you replace the underlined words below with the adjectives in the box that have a similar meaning. There are two possible answers for each one.

abysmal joyless humorous monotonous terrified dismal petrified spectacular tedious thrilling spine-chilling hilarious terrifying gloomy

- 1 The last movie I saw was supposed to be a really <u>funny</u> comedy, but I didn't laugh at all.
- 2 I was expecting the circus acts to be really daring and <u>exciting</u> to watch, but it was all a bit disappointing.
- 3 I really enjoy horror movies. I know it sounds strange, but I like the feeling of being really scared!
- 4 I've really enjoyed his plays before, but this one was so boring that I was asleep by the third act!
- 5 Last week I saw a horror movie, and the special effects were so realistic it was really scary to watch.
- 6 The play was supposed to be a tragedy, but the acting was so bad it made me want to laugh not cry!
- 7 I got so sick of the relentlessly depressing plot, I decided to read something more uplifting instead.
- Prepare to describe the last book you read (why you chose it, who wrote it, what it was about, what you thought of it) using as much new vocabulary as possible. When you are ready, record your answer if possible.





Error warning

Fun is a noun and also an adjective used to describe something you enjoy doing. Funny is an adjective used to describe something that makes you laugh: I enjoyed riding on the roller coaster – it was really fun. NOT it was really funny

Be careful with bored and boring: We had to wait in a queue for four hours, and I was really bored. NOT I was really boring

Test practice

Reading

You should spend about 20 minutes on Questions 1-13, which are based on the Reading Passage below.

Modern art shows its age

- A In the Oscar Wilde novel The Picture of Dorian Gray, a man remains forever young while his painted portrait acquires the blemishes of his increasingly sinful life. The story exactly reverses our expectations that while life is a process of constant change and decay, the masterpieces of art will endure. Any conservator will tell you, however, that things are not so simple. All material objects age; paper and silk discolor and turn brittle; painted surfaces crack and pigments darken or fade; even materials as durable as marble and bronze will change color and texture after prolonged contact with the elements.
- B When it comes to works of modern art, the experimental embrace of new materials that gave the period much of its dynamism in the late 1800s and early 1900s poses a whole new set of challenges. These are not only technical but conceptual, since the use of the new materials - many of them never meant to last - often went hand in hand with a disdain for the traditional notion of the artwork as a precious artifact and embodiment of eternal values. A case in point was when the Busch-Reisinger Museum at Harvard recently acquired a sculpture made of dirt by the German artist Dieter Roth (1930-98). Conservators had to face the fact that their mission to preserve for future generations the culture of the moment would have to yield to accommodate materials chosen precisely because of their propensity to decay. 'Our natural inclination is to preserve objects,' explains Henry Lie, head of the Straus Center for Conservation at Harvard, 'but also to honor the artist's feelings of how they should change over time.'
- C The recently established Center for the Technical Study of Modern Art at Harvard has been set up to grapple with the distinctive challenges posed by the art of the last century. Under the directorship of Carol Mancusi-Ungaro, the center will provide a road map to future conservators and a resource for scholars seeking to understand how works of modern art were made.

- The center has opened at a critical juncture in the afterlife of modernism. 'Establishing the center became urgent because these artists are disappearing,' said James Cuno, director of the Harvard University Art Museums, 'We need to know all we can about the materials they used, the way they used them, so that we can understand their achievement and how to treat these objects.' In establishing guidelines for the conservation of modern art, Ms Mancusi-Ungaro said that there is no substitute for the artist's voice. Hence a goal of the center is to create an archive of videotaped interviews with artists. 'With modern art there are no boundaries,' Ms, Mancusi-Ungaro said. 'Anything could be used, from industrial materials to edible materials. It's time to come to terms not only with what these materials are, but why the artist used them.'
- D The problems for the conservator of modern art differ fundamentally from those that concern conservators of old master works, where the goal is to preserve as faithfully as possible the integrity of the original. A hands-off approach is dictated, where change is essential to the artist's meaning, Joseph Beuys, for instance, used organic materials like fat or honey precisely because of their tendency to change over time; to halt that process would be to falsify the work in critical ways. 'If the artist says: "My art is just for my lifetime. I don't care if it changes," then that is the attitude that the conservator has to adopt and to work with. If we make the object so precious that it's alien to the artist, that would be the worst thing we could do,' says Ms. Mancusi-Ungaro.
- Ms. Mancusi-Ungaro believes that artworks, like people, have a natural life cycle. 'It's impossible, if not misdirected, to try and make a work of art look the way it did when it was new,' she insisted. 'We have to accept aging, and in accepting, we have to understand what the artist was intending.' She recalled seeing a work by Robert Rauschenberg that had been damaged

- and then meticulously restored. 'This was an example where a conservator came in and, with the best of intentions and the best of skills, restored something in a way that made it stand out as being not by Rauschenberg.'
- F The establishment of the Center for the Technical Study of Modern Art signals the transformation of modernism from the art of the now to an art for the ages. That x-rays, ultraviolet and infrared photography, and chemical analysis tools used to probe works centuries old are now being employed on more recent art confirms that modernism has entered history. High-tech tools can not only help conservators understand how a work was made but, when sensitively deployed, can help them recover the living artist from the evidence of the mute painting.
- G Such an approach is much in evidence in the exhibition Mondrian: The Trans-Atlantic Paintings, on view at the Busch-Reisinger Museum until July 22. The paintings there. begun by Piet Mondrian (1872-1944) in Europe and completed in New York, were scrutinized using the latest scientific techniques. In this case, technical analysis revealed something unexpected in the character of the notably reserved Mondrian, 'What really surprised me,' curator Ron Spronk recalled, 'was the vigor and the incredible energy, how laborious these re-workings were and to what length Mondrian went to attain these paintings' serenely abstract works. It seems certain that these tools will play a greater role in the preservation of modernism and in how future generations interpret its legacy.'

Questions 1-8

The Reading Passage has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter, A-G, next to guestions 1-8.

NB You may use any letter more than once.

- 1 two examples of living materials that one modern artist used
- 2 the medium that will be used to record modern artists' ideas about their art
- 3 the reason modern artists chose to use unusual materials
- 4 a mention of an unexpected discovery made when a series of paintings was analysed
- 5 the changes that occur in various substances over time
- 6 a mention of a painting featured in a work of fiction
- 7 a reference to a painting that was noticeably changed when it was repaired
- 8 a contrast between the restoration of modern art and more traditional works of art

Questions 9-13

Look at the following statements and the list of people below.

Match each statement with the correct person, A, B, C or D.

Write the correct letter, A, B, C or D next to guestions 9-13.

- 9 Even food might be used as material for creating modern art.
- 10 There was a real need for a research centre for modern art.
- 11 We should try to understand the reasons why an artist chose materials that would decay over time.
- 12 We instinctively want to protect all works of art.
- 13 Modern technology will help people understand modern art in years to come.

List of people

- A Henry Lie
- B James Cuno
- C Ms Mancusi-Ungaro
- D Ron Spronk



Test tip

For matching questions like these, the people in the box will be in the same order as in the passage but the questions will be in a different order to the information in the passage. A good strategy is to circle or underline the people's names in the passage, read what they say very carefully and then decide which statement matches that information. You will not always need to use all of the people in the box.

Test four (Units 16–20)

1	power	genera	lly requires the buil	ding of	a dam.		
	A Nuclear	В	Hydroelectric	C	Wind	D	Solar
2	One problem with win	d	is that th	ey can :	spoil the natural e	environme	ent.
	A turbines	В	engines	С	panels	D	generators
3	If everyone	les	ss energy, then fos:	sil fuels	would last longer	_	
	A generated	В	harnessed	C	consumed	D	conserved
4	Our coal						
	A mining	В	miners	C	minerals	D	mines
5	The government is see	eking t	O ., Ca	ırbon er	nissions from pov	ver statio	ns.
	A exhaust	В	decrease	C	curb	D	refuse
6	Although the country i	s rich i	in natural	, t	hey don't have th	e facilitie	s to exploit them.
	A resources	В	sources	С	fuels	D	electricity
7	Many banks don't hav	re a rep	outation for good		service.		
	A user	В	customer	C	consumer	D	creditor
8	Our small company		with a much	larger o	one last year and	tripled in	size.
	A amalgamated	В	negotiated	С	promoted	D	calculated
9	Our business is so str	ong in	Brazil that we've d	ecided 1	to set	our o	wn office there.
	A down	В	in	С	up	D	on
10	I was put in charge		100 staff and	had an	annual turnover	of \$10 mi	Ilion.
	A for		from		off		of
11	I didn't want to		the deadline so I	asked a	all of the staff to v	vork over	time.
	A make	В	miss	C	hold	D	take
12	We tend to	ur	niversity graduates	and trai	n them ourselves	•	
	A take	В	sign	C	recruit	D	locate
13	These men are	2231554155431	criminals with pre	evious c	convictions for vio	lent crim	9.
	A repeat	В	tough	C	hardened	D	expert
14	1f youa	crime	, you should be pu	nished t	for it.		
	A commit		convict		charge	D	offend
15	There are marked diffe	erence	s in	crime a	nd the types of cr	ime carri	ed out by adults.
	A petty	В	juvenile	C	young	D	youth

16	Children should be tax	ught to	accept the conse	equences	th	eir action	ns.
	A for		about		of		from
17	Because of the extent		damage caused,	everyone	e was shocked th	at the va	ndals received such a
	A strict	В	harsh	С	heavy	D	lenient
18	We really shouldn't		acts of viole	ence like	this.		
	A oppose	В	agree	C	accuse	D	approve of
19	He to fa	ame fo	llowing an Oscar	nominatio	on for his role in H	lamlet.	
	A shot		stepped		jumped	D	leapt
20	When it comes to adv	ertisin	g, our preferred		is television.		
	A media		medium		channel	D	broadcast
21	There has been a lot o	f	in the m	edia as t	o who will be cho	sen to lic	the Olympic Flame.
	A announcement		speculation		conclusion		assertion
22	It's important for the ju the judging is complet		to remain	SC	they are not told	the nam	es of the artists until
	A biased		prejudiced	C	impartial	D	subjective
23	I much prefer watching	a pla	y on the stage to	watching	it on	blane d	
	A broadcast		episode	- 4	show		screen
24	The serious newspape pages.	rs dec	ided not to run th	e story, b	ut the	featu	red it on their front
	A journals	В	articles	C	press	D	tabloids
25	There was an outcry w	hen th	e gallery decided	to	the work	of a con	victed criminal.
	A exhibit		create		cultivate		perform
26	You can see examples	of his	on	our web	site		
	A artistic			С		D	artist
27	I enjoy most seafood b	out I ha	eve never manage	d to	a taste	for ovste	ere
	A acquire		suit		share	-	receive
28	I like rap, rock and clas	ssical	music, so my taste	es are pre	ettv		
	A common		sophisticated		expensive		diverse
29	The book was so	**********	that I fell aslee	p before	I'd finished the fi	rst page.	
	A abhorrent		disheartening		tedious		thrilling
30	Using only very dark, b	lack a	nd white images,	the film n	naker painted a v	ëry	picture of the
	A dismal	В	humorous	C	spectacular	D	hilarious

Learning vocabulary

Dictionaries, wordlists

Dictionaries

1.11 Read the notes and choose words from the box to complete them.

realise bilingual teaching phonemic translation look mean pronunciation explain lists definitions example sentences context grammatical informal understand locations family frequent spelling

Choosing a dictionary



Study tip

Book versions of more advanced dictionaries can be very heavy to carry around so a CD-ROM version or mobile app (application software for your phone) may be a better purchase, e.g. Cambridge Advanced Learner's Dictionary.

Beginners often prefer to use a ______ dictionary. Advanced students should use a dictionary that does not rely on 2___ Reasons for using an English-English dictionary: Using a dictionary is the first step in learning new words. You can 3 ____ up the meaning of a word or phrase. You can check the 4 of a word and if it has double letters. You can learn the correct 5_____ of words in English, ideally on a script. recording or from the 6_ Features of a good dictionary: Language is graded and aimed specifically at ESL/ELT learners. explain the meaning of the word in a simple way. There are also 8______ that clearly contextualise the word. It helps you learn new words by telling you the word 9_____ and if it is an adjective, noun or verb. information (e.g. plural form). It tells you 10_ It warns you if a word is taboo, i.e. too impolite or too "_____ to use in a formal situation. It tells how 12_ _____ the word is and if it is mainly used for speaking or

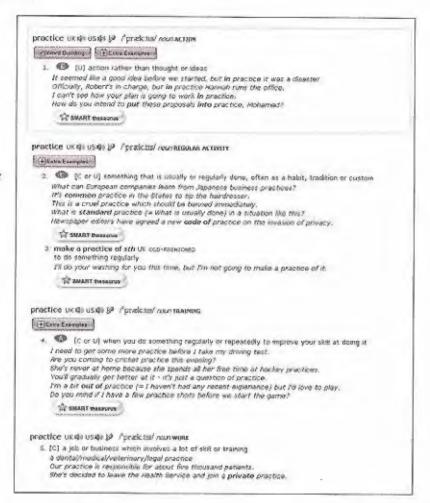
It contains useful 13 ______ of academic words, prefixes, word families and



writing.

idioms.

- Look at the definition of the word practice taken from the Cambridge Advanced Learner's Dictionary and answer the following questions.
- 1 Which meaning of the word doesn't have a plural form? What tells you this?
- 2 What can you consult to find a list of words with a similar meaning?
- 3 Which form of the word collocates with dental, medical and legal?
- 4 Is the phrase make a practice of common?
- 5 Which three adjectives collocate with practice (regular activity)?
- 6 Look up the same word in a different dictionary to compare the information.
- Use a dictionary to look up the words in italics and find the following.
- 1 the noun form of assume
- 2 the opposite of import
- 3 the correct spelling of the past tense of occur
- 4 another noun form of the word method
- 5 a phrasal verb with factor which means 'to include something' when you are doing a calculation
- 6 an idiom with labour which means 'to work hard because you enjoy it not because you will receive money for it'



Use a dictionary to help you choose the words in the box to complete the sentences below. You need to change the form of the words.

Wordlists

In the following reading passage, three groups of words have been identified by underlining, bold or italics, and the rest are normal type. Read the passage and then match the types of words (1-4) in the key below with a-d.

A recent experiment by Shigeru Watanabe showed that the utterly un-artistic pigeon could be taught to identify 'good' and 'bad' children's artwork. How was the pigeon able to perform this feat and why should we care that it did?

Step back for a moment and look around your environment. Perhaps you're sitting at a desk, by a table, or near a window. Outside, you might see trees, grass, other people, birds, and flowers. Despite the fact that you're probably receiving only a small amount of visual information about many of these stimuli, it seems to be an effortless and unthinking process to classify these objects into their respective categories. Categorising these patterns of visual stimulation allows you to make sense of an often complex and chaotic world.

It might very well be the case that much of our substantial neural machinery is built to address this complex problem of object recognition; nevertheless, identifying so many different kinds of objects must surely be a difficult computational task. After all, we rarely see the same version of any of these objects again. Still, the task may be simplified by constraints on the appearance of these objects. Most birds have beaks and wings; most trees have tall brown trunks and green leafy branches, etc. As well, the trees, flowers, and grass will stay relatively still, whereas the birds and people will move in ways that are true to their biological nature.

Remarkably, when pigeons are suitably trained, they too can learn a variety of visual categories. We train the animals to report these visual categories by placing them into an operant conditioning chamber or Skinner box, a common psychological testing apparatus.

Key

3

- high frequency words
- underlined
- low frequency words
- bold

academic words

italic

technical words

- d normal type
- Look at the passage again and answer these questions.
- Which kind of words are most common?
- Is it important to understand the meaning of the technical words?



Study tip

You can use specific wordlists to help you choose which words to learn. The words from 1.3 come from the Academic Word List by Averil Coxhead (Victoria University of Wellington, New Zealand). This list features words commonly used in academic texts, and you may find them in the IELTS Reading and Listening tests. Versions of the list are available online.



Vocabulary note

In 1953, Michael West published a General Service List (GSL) of the most frequently used words in English. The list contains over 2,000 headwords. According to West, anyone who knew the first 2,000 words on his list should be able to understand 80% of a written text. Furthermore, the first 1,000 words represent approximately 77% of a written text and the second 1,000 words make up around 5%.

Some people feel that West's list is no longer relevant, given its age (it contains words that are no longer in common usage, e.g. shilling, and lacks more recent words such as plastic, digital, computer, etc.). However, recent attempts to replicate the list show an agreement of 80%, and the differences are generally concerned with frequency rather than individual words.

In his book Learning Vocabulary in Another Language, I.S.P Nation writes: 'In general, high frequency words are so important that anything that teachers and learners can do to make sure they are learned is worth doing'.

Look at the extracts (1-5). Decide what the words in italics mean based on their context.

- making pseudoscientific claims which are unsupported by scientific evidence
- 2 these products give skin a healthy glow
- 3 are more help than hindrance
- 4 pharmacists, doctors and dermatologists
- 5 the use of white lead to cover the face resulted in hallucinations and convulsions
- a You can compare the word to others in a list.
- b The word can be defined by an adjective.
- c The word may be part of a cause and effect sentence.
- d You can see if the word is compared with another word.
- e The word can be defined by a relative clause.

Working out a low-frequency word from its context can be done in a number of ways. Match the methods (a-e) with the extracts (1-5).

There are many ways to learn vocabulary. Tick the methods that you already use.

U	
1	Choose words that look familiar first - you may remember them better.
2	Choose the words you learn from a list of frequent words.
3	Repeat words aloud so you remember the oral as well as visual aspect of the word.
4	Use a mind map to link words together into a topic.
5	Use a web browser to make a note of how a word is used.
6	Ask other students or teachers about the word.
7	Practise using the word with native English speakers.
8	Look for the words in exam practice materials.
9	Use a variety of techniques so you don't get bored.
10	Use a system of index cards with a synonym, antonym and translation on the back.
11	Use new words as often as possible.
12	Use diagrams and pictures to illustrate new vocabulary.
13	Use physical actions to help remember the words.
14	Play games with words.
15	Listen to recordings of words or make them yourself.
16	Cover the words you learn and guess them from their synonyms and antonyms.
17	Remember whether the word is formal, informal, positive or negative.
18	Learn vocabulary in lists of 18 or 36 words and revise them before you learn the next set.
19	Read English language newspapers and journals every day.
20	Read factual passages on unfamiliar topics.

3.2 Are there any other things you can add to the list of methods in 3.1?



IELTS Reading

Reading skills, question types

Reading skills



Read the following extract from a passage and then answer the questions below.

To test the art discrimination abilities of pigeons, Watanabe first asked people to classify children's artwork as either 'good' or 'bad'. The pictures that were consistently classified as 'good' were placed into one group of pictures; those that were consistently classified as 'bad' were placed into a second group. The pigeons in this experiment were taught that pecking at the 'good' set of pictures would yield a grain reward, whereas pecking at the 'bad' ones would not do so. In an average of only 22 sessions, all of the pigeons that were so trained learned to respond most of the time to 'good' artwork and not to 'bad' artwork.

How had the pigeons done it? Although people might not immediately suspect this strategy, one possible way to solve this kind of discrimination task is to simply memorise most or all of the various pictures in each set, paying little attention to the categories themselves.



Test tip

You have 20 minutes to answer 13 or 14 questions on each reading passage. Divide up your time and practise sticking to a time limit, e.g.

- 3–4 minutes quickly read the passage and items (this will tell you the gist of the passage and the types of question you need to answer).
- 13–14 minutes to answer each question – if a question is taking longer than a minute, move on to the ones you can answer more easily and come back to it later.
- 3–4 minutes to check difficult questions and to transfer your answers (NB no extra time is given to transfer answers).

To test this possibility, Watanabe performed a generalisation test, in which new, similarly classified artwork was shown that the birds had never before seen. All of the birds were able to appropriately peck at the new 'good' pictures and to withhold pecking at the new 'bad' pictures. So, simple memorisation is probably not the main avenue by which they accomplished this complex visual discrimination.

1	A word can ha this context.	ve many meanings	. Look at the words in its	alics in the extract a	nd circle the mean	ing used in
	yield: respond: avenue:	agree react road	produce reply possibility	give up answer method	bend/break	stop
2		give referencing clu pnouns match one v	es. Match the highlighte word/phrase.	ed pronouns in the e	extract with the fol	lowing.
	pigeons	pic pic	tures	_ the experiment		-
3	Do the underl	ined phrases in the	extract refer forwards o	r backwards?		
	this strategy _		this possibility			

- A native speaker can read 100 words in 20 seconds. This reading passage has four paragraphs, or sections, of approximately 100 words each. Use a stopwatch and try to read each section in 30 seconds. At the end of 30 seconds, if you haven't finished a section, skip to the start of the next one. Read this passage to answer questions 2.1 2.10.
 - A Thirty years ago, two Hungarian educators, Laslo and Klara Polgar, decided to challenge the popular assumption that women don't succeed in areas requiring spatial thinking, such as chess. They wanted to make a point about the power of education. The Polgars home-schooled their three daughters, and as part of their education, the girls started playing chess with their parents at a very young age. Their systematic training and daily practice paid off. By 2000, all three daughters had been ranked in the top ten female players in the world. The youngest, Judit, had become a grandmaster at the age of 15, breaking the previous record by one month.
 - B To people who have never reached a high level of competition in sport, it may appear that excellence is simply the result of playing daily for many years. However, simply living in a cave doesn't make you a geologist. Not all practice makes perfect. You need a particular kind of practice deliberate practice to develop expertise. Deliberate practice entails considerable, specific, and sustained effort. To illustrate this point, let's imagine you are learning to play golf. In the early phases, you try to learn the basic strokes and focus on avoiding embarrassing mistakes such as hitting another player with a ball. You practise with novices like yourself and, in a surprisingly short time, your game improves. You work on your skills and practise until your strokes become automatic. Your golf game is now a social outing, in which you occasionally concentrate on your shots.
 - C However, from this point on, additional time on the golf course will not substantially improve your performance, which may remain at the same level for decades. Why does this happen? You don't improve, because when you are playing a game, you get only a single chance to make a shot from any given location. You don't get to figure out how you can correct mistakes. If you were allowed to take five to ten shots from the exact same location on the course, you would get more feedback on your technique and start to improve your control.
 - D This kind of deliberate practice can be adapted to developing any kind of skill. Deliberate practice involves two kinds of learning: improving the skills you already have and extending the reach and range of your skills. The enormous concentration required to undertake these twin tasks limits the amount of time you can spend doing them. The famous violinist Nathan Milstein wrote: 'Practise as much as you feel you can accomplish with concentration. Once I asked my mentor, Leopold Auer, how many hours I should practise, and he said, 'It really doesn't matter how long. If you practise with your fingers, no amount is enough. If you practise with your head, two hours is plenty.'

Question type 1

Objective items (choose the correct answer A, B, C, D, etc.)

2. MATCHING HEADINGS Choose the best heading for section A.



Test tip

High intelligence does not guarantee success

ii Disproving a commonly held belief about gender

ii Establishing a link between success and age

Notice that the headings cover the main point of a section and matching information items focus on specific details within a section.

- MATCHING INFORMATION Which section (A-B) contains the following information?
- an explanation of the type of preparation required to succeed
- 2 the specific aim of one particular experiment



2.3 IDENTIFYING INFORMATION Say if the following statements are TRUE, FALSE or NOT GIVEN.

- 1 Laslo Polgar gave up work in order to teach his children.
- 2 Judit Polgar was one month younger than the previous holder of the title of youngest chess grandmaster,
- 2.4 IDENTIFYING WRITER'S VIEWS/CLAIMS Do the following statements reflect the claims of the writer? Write YES, NO or NOT GIVEN.
- 1 Many people believe that women perform well in tasks requiring spatial thinking.
- 2 The Polgars might have produced the same results with a less punishing training schedule.

2.5 MULTIPLE CHOICE Choose the correct letter, A, B, C or D.

- 1 Why does the writer mention geologists in section B?
 - A to illustrate the need for deliberate practice
 - B to represent a broad range of scientific study
 - C to provide an example of a field of study requiring special expertise.
 - D to explain why physical ability may be necessary in some areas of science.
- 2.5 MATCHING FEATURES Scan the passage for the people listed in the box below and then match them with the statements (1-2).
- 1 It is the quality rather than the quantity of practice that is the most important.
- 2 Males and females have equal chances of achieving success.

List of people

A Polgar

B Milstein

2.7 MATCHING SENTENCE ENDINGS Choose the best ending for the following sentences.

- 1 When people begin to learn a new skill they may
- 2 If people find it difficult to make any progress they should
- A practise as often and for as long as possible.
- B practise with people of a similar level.
- C change the type of practice they do.



Test tip

Notice that True / False / Not given items focus on concrete facts. Yes / No / Not given items are based on claims or opinions. The difference between False / No and Not given is that False / No items are the opposite of the information in the passage. Not given items are neither true nor false because the information is not included in the passage.

Test tip

For multiple choice items, you may need to choose more than one letter. These items might focus on the way language is used in the passage, the reason a word or phrase is used, or the meaning of one part of the passage or the whole passage.



Test tip

Here, the questions are not in the same order as the passage.



Test tip

Here, the sentence beginnings are in the same order as the information in the passage, but the sentence endings are out of order.

Question type 2

Productive items (choose one or more words from the passage)

- SENTENCE COMPLETION Complete the following sentences with NO MORE THAN ONE WORD from the passage.
- 1 When people are learning a new skill, they often practise with
- 2 Deliberate practice cannot be done for a long period of time because it requires a great deal of ___
- SHORT ANSWER QUESTIONS Answer the questions with NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage.
- Where were Laslo and Klara's children educated?
- 2 In what year did the Polgars achieve their aim?



Test tip

For all of the productive item types, pay careful attention to the type of word you need to find (a noun? a number? a date?). You will not score any marks if you write too many words or copy words incorrectly.



Test tip

The following item types are based on concrete facts in the passage and you may need to write a number. Use figures not words to avoid making spelling mistakes.

SUMMARY, NOTE, TABLE, FLOW CHART, COMPLETION Complete the following notes with no more than ONE WORD AND/OR A NUMBER from the passage.

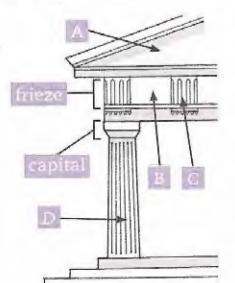
Deliberate practice

- requires a great deal of focused 1 ______ over a long period of time.
 according to Milstein, practising for 2 ______ hours each day may be enough to become an expert.
- DIAGRAM LABELS In some reading passages, you will have to label a diagram. Greek Doric columns are described in the passage below. Write the correct letter, A-E, for each part of the column (1-4).
- metope

3 triglyph

shaft

4 pediment ____



The Doric order of architecture is very plain, but powerful-looking in its design.

Of the main classical styles found in Greece, Doric columns are the simplest and the capital at the top has two pieces. The tall, vertical shaft of the column has 20 sides and stands directly on the flat pavement of the temple. There is no base in the Doric order. The area above the column is called the frieze. This consists of the metopes and triglyphs. The metope is a plain rectangular element that fills the space between two decorated triglyphs. The triglyphs are thought to represent wooden beam ends. The frieze supports the roof section including the large triangular pediment.



Study tip

When you have answered the questions in this book, look over the passages and study the vocabulary used. Make a note of any words you think are useful. Remember, technical words and low-frequency words may not be useful for you to record and learn.

IELTS Writing

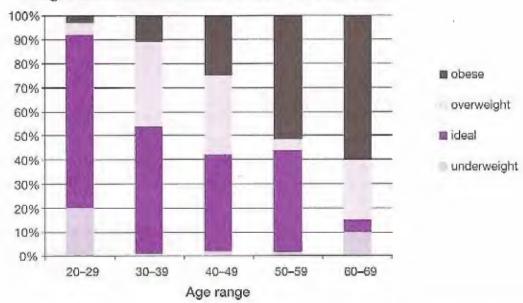
Writing Task 1, Writing Task 2

Writing Task 1

In Writing Task 1, you may be asked to describe facts or figures presented in a chart or graph.

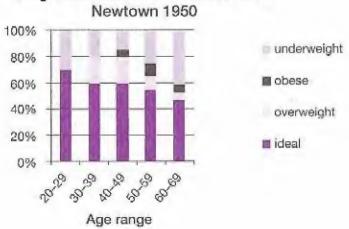
Describe the following bar chart. Make sure you include an introduction, overview and all the most noticeable trends. You will have to include all the age groups, all the weight categories, the percentage figures and main trends.

Weight assessment of inhabitants of Newtown 2010



1.2 Now look at the bar chart for 1950 and think about how you might describe it.

Weight assessment of inhabitants of





Error warning



Be careful of the following common errors when describing numbers.

amount and number: amount is used with uncountable nouns; number is used with countable nouns, e.g. The chart shows the amount of traffic in the city between 1950 and 2000, NOT number of traffic

per cent and percentage: per cent is always used with a number; percentage is used on its own without a number, e.g. The chart shows the percentage of females enrolled in tertiary education. NOT the per cent of females. According to the graph, five per cent of all government spending was on education. NOT five percentage



Error warning

numbers.

Be careful of the following common

errors when describing changes in

There was an increase of 20% between 1950 and 2010. NOT an increase in 20%

There was an increase in obesity between

1950 and 2010. NOT increase of obesity

In Writing Task 1, you may be asked to describe one chart or compare two. Read the model answer below, which refers to the charts in 1.1 and 1.2. Choose the correct alternative for each gap.

The charts provide an analysis of the weight issues among the residents of the town of Newtown in 1950 and in 2010.

In 1950, the youngest age group had the fewest 'number / amount of weight issues, with more than 70% of 20-29-year-olds being assessed as having a healthy weight. In the same year,

excess weight was only a significant problem among 40–49-year-olds, 20–30% of whom were classified as either overweight or obese. In fact, being underweight was a more significant problem affecting more than twenty *per cent / percentage* of each age group, and the elderly in particular, with 40% of the over 60s being classified as underweight.

In stark contrast to this, 3 for / in 2010, being underweight was only a problem among 20–29-year olds, with 20% obtaining this diagnosis, and the number of underweight elderly people had fallen 6 by / to 10%. The charts clearly show that, in modern times, obesity poses a considerable problem from the age of 30 upwards. In fact, there was a 5 steadily / steady increase in this problem in almost every age group over 29 until the age of 60, when the vast majority are considered to have an unhealthy weight. It is important to note that, by the age of 60, less than 50% of each age group was considered to have a perfect weight by the year 2010. This is a fall 6 in / of 10% compared 7 of / to the same age group in 1950.

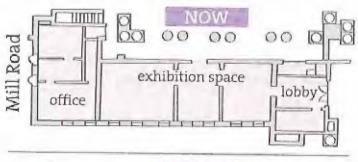
When *compared / comparing the two years, it is clear that there has been a significant increase 9 in / of the number of obese people in Newtown, and there was a general drop 10 of / in the number of underweight people between 1950 and 2010.

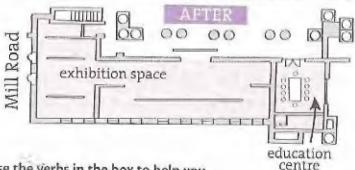
You may need to describe how a process works using a diagram, or describe a map or plan. Study the following question.

The plans show proposed changes to a university art gallery.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

2.2 The words in the box can be used to describe the diagrams in 2.1. Decide if they mean now or after.

proposed current future existing planned expected at present anticipated prospective





Now write your answer to the question in 2.1. Use the verbs in the box to help you.

enlarge widen divide replace move convert relocate demolish renovate extend develop modify



Writing Task 2

Look at the Writing test question and at the ideas below and decide whether they are an advantage, a disadvantage or completely irrelevant to the question.

Tourism has increased so much over the last 50 years that it is having a mainly negative impact on local inhabitants and the environment. However, others claim that it is good for the economy.

Discuss the advantages and disadvantages of tourism and give your own opinion.



Test tip

Writing Task 2 is worth more marks than Writing Task 1 so it's important to allow a full 40 minutes of your total exam time to work on Writing Task 2. You will lose a lot of marks if either task is too short.

Consider your own writing. Which of the descriptions on page 123 do you think matches your level? Look at the level you are aiming for and pay particular attention to the words in bold.

environmental damage climate change

expenses associated with travel

local people have more money to spend

graffiti or littering

infrastructure improves

erosion from water sports

boost to the economy

places I would like to visit

erosion of local culture and customs

increased jobs

いらいいいいいいいいいいいいいいいいい

damage to historical monuments

local government may have more money to spend on environment



Error warning



The top 11 most common spelling mistakes for candidates in Band Score 6 and above are:

government; environment; their; different; believe; percentage; society; until; which; nowadays; definitely.

All of these are high-frequency words in the IELTS test.

- Once you have decided which ideas to include, you need to organise and link them so that the meaning is clear and the message is easy to follow. Choose the correct alternative to complete these sentences.
- 1 Although / Despite / However there are clear benefits of tourism, there are also several drawbacks.
- 2 Although / Despite / However the fact that tourism has clear benefits, there are also several drawbacks.
- 3 Tourism clearly has many benefits. Although / Despite / However, it also has considerable drawbacks.
- 4 Several important historical monuments are showing signs of damage because of / because the thoughtless acts of tourists.
- 5 Several important historical monuments are showing damage because of / because tourists have behaved irresponsibly.
- 6 The government could try to introduce a / the system which limits the number of tourists allowed into an area.
- 7 Additional facilities such as the / extra buses could be provided during the tourist season.

- Look at the three introductions to different candidate responses to the Writing Task 2 question in 3.1. Which of the scripts ...
- 1 sounds natural?

3 has a few careless spelling mistakes?

2 copies words from the question?

4 has occasional errors in word formation?

	Script	Band
A	Nowdays the majority of people go abroad for trip. Following this, International tourism has impacted huge financial profit to a lot of popular places. In this essay, I shall discuss how the tourism effect to local inhabitants and the environment and examine the advantages of tourism and the disadvantages.	
В	Aviation technology has been developing dramaticaly, with the result that tourism has been enormously popular in developed and developping countries. Nevertheless, this issue of whether international tourism is beneficial for our quality of life, especially local inhabitants and the environment, has become a matter of debate. In my opinion, it is definitly a beneficial impact of there life and environment for the three main areas.	
C	Whether or not tourist places benifit from international tourism is a debatable issue. Some might say that economic benefits for locals are huge, and that is actually the only thing that counts, while others will say that during the tourist season all tourist destinations are overcrowded, therefore is it almost impossible to live normal every-day life there. This two groups are obviously extrems. So, in my opinion, the real truth is somewhere in the middle.	

- Correct as many mistakes as you can find in the introductions in 3.3.
- Look at the IELTS Band Scores awarded for lexical resource. Decide what score you think each introduction in 3.3 would be awarded.

Band		Lexical resource
9	•	uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'
8	0 0	uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation
7	0 0	uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation
6	0 0	uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication
5	9	uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader

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Now write a full answer to Writing Task 2 in 3.1.



IELTS Listening

Section 1 and 2, Section 3 and 4

Section 1 and 2

45	In Section 1 and 2 you may need to write numbers or names
	that are spelt out for you. Practise saying the following
	numbers.

а	15	50	f	$21^{\rm sc}$	23 rd
Ъ	32	42	g	22 nd	27^{th}
C	65	55	h	319	34 th
d	13	30	i	26	26 th
e	18	80	i	40th	14th

9

Test tip

Because you will hear each section once only you need to listen carefully to all parts of the test. Don't lose careless marks in Section 1 and 2. If you are asked to write a word, listen to whether there is an 's' at the end. Make sure you take the word from the recording. You won't need to change the words.

1.2	39	Listen and	circle	the	number	that you	u hear.
-----	----	------------	--------	-----	--------	----------	---------

(PW)	
40	Listen and complete the sentences with NO MORE THAN THREE WORDS AND/OR A NUMBER.

- 1 Peter lives at ______, Hamilton,
- 2 The best number to call Mrs Smith on is _____
- 3 The guests should go to the ______ restaurant for a full breakfast.

2.1 Listen and match the ideas in A-E with the ideas that you hear (1-5).

- A You need to be physically fit. 1 _
- B It's not a very suitable location. 2
- C The views are lovely. 3 ___
- The train services are good. 4 __
- You can work any time. 5

Match the headings (1-7) with the correct word or phrase (a-g).

- 1 Accommodation
- a saves money
- 2 Occupation
- b ferry

3 Problems

c plumber

4 Facilities

d library

5 Hobbies

- e caravan
- 6 Transportation
- disease

7 Advantages

sewing

124





Test tip

Notes completion or table completion items have headings that help you identify the type of word or information you need to listen for.

Section 3 and 4

In Section 3 and 4, you will be asked to process or interpret information based on academic topics. Match the words from the Academic Wordlist, (1-10) with the correct synonym (a-i). Use a dictionary to help you if necessary.



approach

evidence

percentage

interpret

vary

response

theory

significance

estimate

importance

b translate

change

idea

guess

proportion

method

h proof

answer

study



Test tip

Remember the questions will all be in the same order as the information in the recording. Use the information on the question paper to help you follow the talk or conversation. Use the time you are given between each section to prepare for the next section.

[2] Context is important because many words can have more than one meaning. Listen and circle the synonym of the words in bold that match the context that you hear.

method APPROACH come near

FIELD 2

land

discipline

FASHION 3

clothes

manufacture

INTERPRET

translate

explain

ILLUSTRATE POSE

show pretend

draw cause

SPHERE

ball

area

[4] [2] In the Listening test, you may be asked to match possible answers with the questions. Look at the question below. Before you listen, underline key words that you will need to listen out for.

Listen to two students discussing animal psychology. Choose three answers from the box and write the correct letter (A-F) next to questions 1-3.

Elephants

can only perform tricks A

Capuchin monkeys

Scrub jays

could open their enclosure B

C are able to plan ahead

D are able to use tools

E show self-awareness

F are able to show emotions

4 1

Match the nouns in the box with their synonyms in italics from the conversation in 4.1.

contradicts prove shown doubtful measure results ability decide awareness

- 1 Did you see the findings on the elephants at the Bronx Zoo?
- 2 The research team were able to establish that the animals knew they were looking at their own image.
- 3 No other animal apart from humans has demonstrated that kind of consciousness.
- 4 A lot of people are still sceptical about animal intelligence.
- 5 Well, the monkey case study certainly disproves that theory!
- 6 They can also gauge how long they can keep the food.
- 7 So, it basically has a planning capability.
- 8 It's amazing to think an animal can determine its potential food supply like that, isn't it?

The following words are common in the academic contexts in Listening Section 3.

Match the words (1–10) with the definitions (a–j).

- assignment a a detailed account of the development of a person, group or thing 2 journal b a period of study involving a small group presentation c practical activities done outside of your school dissertation d the buildings of a college or university and the surrounding land e a task or piece of work students are asked to complete 5 tutorial 6 study f a university teacher who works with one student or a small group fieldwork g a formal talk giving information about something campus h a long piece of writing on a particular subject 9 case study i a specialist magazine
- 10 tutor j the examination of a subject in detail to discover new information

Use a word from 4.3 to complete the following sentences.

1	The	is only to write a brief	summary	but it's taking	forever	and it's d	lue in on	Friday!
---	-----	--------------------------	---------	-----------------	---------	------------	-----------	---------

- 2 This is the main university ______, which boasts superb facilities.
- 3 By the end of this week you should have booked a half-hour ______ to discuss your progress.
- 4 I usually dread having to give any kind of ______ but I'm pretty well-prepared for this one.
- 5 If you refer to an extract from a particular ______ or periodical, you'll need to put that in the bibliography, too.
- 6 It's a Swedish ______ published in the Scandinavian Science Quarterly.
- 7 Professor Atkins is the course ______ and lecturer in physical chemistry.
- 8 We conducted extensive, topographical ______ in the region.

Listen to the recording again. Which words from 4.3 are used by the students?

5.1 244 In Section 4, you may be asked to complete a set of notes. Listen and complete the notes below with NO MORE THAN ONE WORD for each answer.

7	-	70
	71	- 4
	N.	14
		-//
	ш.	J.

Test tip

For notes completion items, use the headings and the other information on your question paper to help guide you through the task.

	Animal Intelligence
Previo	ous studies
2001	Monkeys and their use of I
2007	Birds and their ability to 2
Challe	phoes
CL-II	
Challe i)	enges Need to have the animals' 3
i) ii)	

5121		Match the words from the recording (1-10) with the correct meaning (a-j). Use a dictionary to
	hel	p you if necessary.

- conduct task a stir b excitement spur carry out expand d help peculiar 5 e time-consuming prolonged specific supplementary additional
- assist h increase in size arduous encourage 10 chore difficult
- Each time before you listen, use the time you are given to read the questions to predict the topic. Look at the extract below from Unit 1 Test practice and say if the talk will be about
- A ways of assessing intelligence

Elephants at the Bronx Zoo

- B subjects you should study
- G how to be a better student
- D educational methods

	Other intelligences are not generally included because they are too 5
Us	es in education
	Adapt activities to suit the type of student you are, e.g.
	a kinaesthetic type learner will not learn well from a 6 they would learn better
	from taking part in a 7
	visual learners could create their own 8

IELTS Speaking

Part 1, Part 2, Part 3

Part 1

- In Part 1 of the Speaking test, you will be asked a series of questions about yourself. Look at these questions and think about how you would answer them.
- 1 How often do you go to the cinema?
- 2 How do you usually spend your weekends?
- 3 What did you do last weekend?
- 4 Are you planning to visit anywhere special soon?
- 5 What job would you like to do in the future?



Test tip

When you enter the test room, remember to smile and act confidently. Like all interviews, the first impression you make is extremely important. First, the examiner will ask for details about your identity for security reasons. The test starts when the examiner says: 'Now in this first part, I'd like to ask you some questions about yourself'.

In the Speaking test, the score is based on four areas: fluency and cohesion (how well ideas are linked together), lexical resource (vocabulary and phrases), grammar and pronunciation. Read the summary of what a candidate should achieve in 'fluency and cohesion' and 'lexical resource' to achieve the following Band Scores.

6

- is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation
- uses a range of connectives and discourse markers but not always appropriately
- has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies
- generally paraphrases successfully
- uses a range of pronunciation features with mixed control
- can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times

7

- may demonstrate languagerelated hesitation at times, or some repetition and/or selfcorrection
- uses a range of connectives and discourse markers with some flexibility
- uses lexical resource flexibly to discuss a variety of topics
- uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices
- uses paraphrase effectively
- shows all the positive features of Band Score 6 and some, but not all, of the positive features of Band Score 8

8

- speaks fluently with only occasional repetition or selfcorrection; hesitation is usually content-related and only rarely to search for language
- uses a wide vocabulary resource readily and flexibly to convey precise meaning
- uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies
- uses paraphrase effectively
- produces a majority of errorfree sentences with only very occasional inappropriacies or errors
- uses a wide range of pronunciation features
- is easy to understand throughout

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- Which band do you think describes the following extracts? Which extract would be below band 6? Why? NB Pronunciation and grammar will also be taken into consideration for a final Band Score.
 - I usually go to shopping and I see my family and I see my friends and I go to work,
 - Erm, let me see, yes, actually, I'm planning on visiting my uncle and his family in Canada. I haven't seen them for about three years now, so I'm really looking forward to do it. He's working in a, as a, well, a type of accountant, in a large multinational accountancy firm. I'm not really sure how to explain it in English, but he's a very important man for his company. He's quite high up and my family is very proud of his achievements.
 - Well, on Saturdays I would normally get up quite early and doing some exercise, because I'm a bit of a fitness fanatic. Then, after that, I just try to relax as much as I can. I think it's important to relax because relaxing is good for the body and it also helps me studying better during the week.
- Which band do you think describes your level? What about the level you would like to be? Correct any mistakes you can find in the three extracts in 1.3 and think about what you need to do to improve answers 1, 2 and 3.
- PRONUNCIATION The phonemic chart can help you practise difficult sounds. Look at the chart and make a note of the vowel sounds that don't exist in your own language. These are the ones you will need to practise the most.

II R <u>EA</u> D	I SĮT	Մ ც <u>იი</u> к	u: 100	IƏ HERE	ei D <u>ay</u>	i FORTY
e MEN	AMERICA	3I W <u>or</u> d	SORT	UƏ T <u>OUR</u>	IC YOB	o <u>o</u>
æ	A B <u>U</u> T	CL: PART	D NQT	eə wear	QI MY	OD



Study tip

Use the recording scripts and recordings to help you improve your intonation, stress and pronunciation. Play the recording at a low volume but loud enough for you to hear. Try to keep pace with the recording as you read the script out loud and copy the stress patterns and intonation as much as possible.

PRONUNCIATION Write the words in the box under the correct symbol in the chart below, according to the way the underlined vowels are pronounced.

happy	stop	explode	l <u>o</u> ve	y <u>ea</u> r	s <u>oil</u>	third	deny	sh <u>oe</u>	p <u>ai</u> r	c <u>a</u> n't	p <u>ai</u> nt	heal	yo <u>u're</u>
butcher	f <u>ou</u> n	d w <u>o</u> mei	n s <u>u</u>	cceed	talk	h <u>eal</u> th	h <u>a</u> nc	1					

11	I	U	US	19	eı	i
e	Э	31	21	00	10	90
æ	A	aı	Ð	еэ	aı	au



Part 2

3.1 In Part 2 of the Speaking test, you will be asked to talk about a topic for about two minutes. You are given time to make notes beforehand. Look at the following question and then write notes in the correct parts of the mind map.

Describe a person who has greatly influenced you in your life.

You should say:

- how you know them
- where or how you first met them
- what is special about them and explain how this person has influenced you so much.

how we know each other

where and how we met why they are special

Person who has influenced me

special qualities

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes if you wish.

how they have

influenced me

The way that you link your ideas is as important in the Speaking test as it is in the Writing test. Look at the following answer to the question in 3.1 and complete it with the words and phrases in the box.

What I mean is But in spite of all of that So, I would say that's Because of that That's because When it comes to On top of that that's the reason

When I think about a person who has influenced me a great deal in my life, the first person who comes to mind is my grandfather. 1, when he was young, he had a really hard life. His family
had to work very hard and they didn't have a lot of money. So they couldn't afford for him to go to school,
and when he was only 14, he had to go to work in the family business. 2, his own father
became very ill so he and his mother had to work extremely hard to make enough money to keep his
family together. 3, whenever I think of my grandfather, I think of a man who is always
happy and smiling. I think " what makes him special - his outlook on life is always so
positive. 5 the way that he's influenced me, I think he's made me a calmer person.
", he helped me to see that you can achieve a lot just by persevering and getting on with
whatever task needs to be done. You see, my grandfather used to look after me when I was very small and
he would build things with me. But I was very impatient and if we didn't get it finished quickly, I would
become very angry. But my grandfather taught me to relax and enjoy the work and to not always be in a
hurry to get it finished. 3, I learned to slow down. And I'm sure 8 why I
enjoy my work and my studies now. 9 he has been a very big influence in my life so far.

Look at some of the following ways of keeping talking. Then, if possible, record yourself giving your talk to answer the question in 3.1. Try to use some of the words in your notes and in the box above.

Hmm, I'm not really sure about ..., but I think ... Well, I suppose if I had to choose one thing, it would be ...

Well, I haven't really thought about this very much, but ...

Part 3

In Part 3, the final part of the Speaking test, you will have more opportunities to show your higher-level vocabulary and especially to show that you can use your 'lexical resource flexibly to discuss a variety of topics'. Look at the following beginnings of answers and match each one with the most appropriate question below.



Well, I think you only have to look at the mountains of rubbish we throw away each day and each year to see the biggest problem.



That may be true to a certain extent, but I don't think it's true for everybody.



That's true, I suppose. I mean, just look at how popular gossip columns are.

Test tip

countries or regions.

Part 3 is designed to show how

questions. Avoid talking about

A well-structured answer with

causes, results, reasons, examples and opinions will help you speak for longer and make a much better impression on the examiner.

Well, I think it depends on what you

mean by progress. Do you mean

technological progress or progress in terms of the way we live?

well you can answer less personal

yourself. It is better to use examples that are currently in the news or compare what happens in your country to what happens in other

D

I'm not so sure about that, maybe the reverse will be true. What I mean is, if the population is ageing, and our cities become too crowded, maybe people will start to move out of the cities instead of into them.



Well, I think they used to be, but nowadays there are so many other sources that are more immediate that it's difficult to say.



Hmm, that's an interesting question. I think many of the things we've achieved are positive, for example, the medical advances we've made. But on the other hand ...



I don't think they exist any more, do they? Actually, no, that's not true, my last neighbour was extremely friendly and helpful.

- 1 In what way do you think advances in our scientific knowledge will change our lives in the future?
- 2 In your opinion, what makes a good neighbour?
- 3 Some people think we are too influenced by celebrities these days. What's your opinion?
- 4 Are newspapers the best source of news?
- 5 Some people believe that in the future, everyone will live in cities. Do you agree?
- 6 What negative effects does our consumer society have on our life?
- 7 Is progress always a good thing?
- 8 Do you agree that workers would like the retirement age to be lowered?

4.2 Now try to answer the questions. Give as long and full an answer as you can. If possible, record your answers and then listen to them carefully. Can you improve your answers?



Test five (Units 21–25)

1	I like to work through	a list of wo	ords rather than just study	random vocabulary.
	A phonemic	B important	C frequent	D idiom
2	A dict	ionary is more suitable for	elementary level students	s than advanced students.
	A monolingual	B multilingual	C linguistic	D bilingual
3	In a reading text, you	may be able to work out t	the meaning of a word fro	om its
	A spelling	B position	C context	D opposite
4	IELTS reading and lis	tening questions often fea	ture of the	words in the text.
	A synonyms	B homonyms	C acronyms	D antonyms
5	A good dictionary wi	Il tell you if a word is	and so may cau	se offence.
	A typical	B taboo	C topical	D tactful
6	The workers were gives sacked.	en an to re	turn to work by the end o	f the day or they would be
	A ultimatum	B ultimate	C ultimata	D untilmatum
7	It's important to 'spe topic.	ed read' a text before ansv	vering any questions to g	et the of the
	A gist	B understanding	C meaning	D context
8	When reading a text, mentioned earlier in	remember that some work	ds may ba	ckwards to something
	A reference	B lead	C infer	D refer
9	New technology has	opened up a new	of research.	
	A road	B drive	C possibility	D avenue
10	, ПО О	ne in the audience noticed	when the heel of my sho	e fell off.
	A Surreptitiously	B Surprisingly	C Supremely	D Shockingly
11	Although he was only supervisor.	/ a, he reali	sed the change was a sig	nificant one and notified his
	A mentor	B member	C novice	D expert
12	It's important to	new words if you	u want to widen your voc	abulary.
	A realise	B practise	C expertise	D exercise
13	Almost	of the people involved in	the study had completed	tertiary education.
	A all	B majority	C every	D each
14	The chart shows the	of traffic on	the roads in 1900 and in	2000.
	A number	B figure	C amount	D percent
15	There was a dramatic	increase tr	ne number of female stud	ents from 1965 onwards.
	A of	B by	C in	D for

16		ughout this perio		per of female stude	ents, the	number of male s	tudents	remained steady
	A	compared	В	comparison	С	comparing	D	compare
17	7555777	the dra	awbacks	s of this method, it	is by fa	r the most econon	nical ap	proach to take.
		Although		However		Consequently		Despite
18	This	s is by far the mos	st econo	mical method,		there are certa	in draw	backs.
	A	although	В	even	C	despite	D	in spite of
19	Nex	t week we have t	o give a	Qn	this top	ic to the class.		
	A	presentation	В	project	C	assignment	D	thesis
20	You	will hear a		about some recer	nt resea	rch into climate ch	ange.	
		lecturer		lecture		tutorial	-	tutor
21		ose this course bure theatre.	ecause	of the	I fin	d it much more into	eresting	than being stuck in a
	A :	study	В	theory	C	thesis	D	fieldwork
22		important to unde pening again.	rstand t	he	for the a	ccident if we want	to prev	rent this from
	A	actions	В	consequences	C	reasons	D	results
23	We	really need to add	pt a nev	wtc	the pro	blem.		
	A	approach	В	discussion	C	tackle	D	method
24	She	's an expert in he	r	and advise	es the g	overnment on polic	cy.	
	A 1	field	В	activity	C	interest	D	land
25	We	currently lack the		to predict v	vhere ar	earthquake will st	trike.	
		E 1884		enablement		possibility	D	manner
26	Fino	ling a number of o	coins all	owed us to		the approximate a	ae of th	e site.
		control		score		determine	-	discriminate
27		at Iyone around you.		is, we are more av	vare nov	v of the harmful eff	ects tha	at smoking can have on
	A :	say	В	mean	C	state	D	mind
28	The	word worse rhym	es with	the word	6			
	A t	alks	В	force	C	rocks	D	purse
29	I thir	nk my father's atti	tude to	work	me a	great deal.		
		earned		influenced		impacted	D	effected
30	In th	e Speaking and V	Vriting to	ests, you will be pe	enalised	if you use too muc	ch	***************************************
		range		flexibility		paraphrase		repetition

Answer key

Unit 1

1.2

- 1 neighbour; eccentric
- 2 friend; clumsy; cheerful
- 3 colleague/team-mate/co-worker; indecisive

1.3

Positive qualities	Negative qualities
assertive	anxious
charming	apprehensive
cheerful	clumsy
self-confident	cynical
sensible	egotistical
tactful	gullible
well-liked	self-conscious

1.4

self-absorbed, self-assured, self-centred, self-confident, self-congratulatory, self-deprecating, self-important, self-reliant

well-adjusted, well-behaved, well-bred, well-brought-up, well-dressed, well-educated, well-informed, well-mannered, well-rounded

1.5

inconsiderate, insensitive, indecisive, impatient, unreliable

2.2

- 1 personality 2 characteristics 3 character
- 4 personalities 5 characteristics

3.1

- 1 False (It found that adolescents saw being popular and being well-liked as two very different things)
- False (young people may not see popularity as a desirable trait)
- 3 True (having an attitude of superiority)
- 4 True (disrupting the classroom)
- 5 False (This was contrasted with well-liked students, who were much less likely to belong to groups of well-liked peers)
- 6 True (being popular is about the group that you fit into, whereas being well-liked is about the individual person's inherent characteristics)
- 7 Not given (We are not told whether a single student has more power than the others.)

3.2

- 1 young people = adolescents/teenagers
- 2 wish they were popular = see popularity as a desirable trait
- 3 look down on = having an attitude of superiority
- 4 prevent others from learning = disrupting the classroom
- 5 tend to = (be) likely to; others = (their) peers
- 6 true character = inherent characteristics
- 7 thought to = perceived to

Test practice

- 1 personality/personalities 2 logical 3 movement
- 4 feelings 5 complex 6 lecture 7 game
- 8 poster/s 9 diagram 10 demonstration

Unit 2

1.2

Speaker 1: question 1 Speaker 2: question 4

1.3

(Speaker 1) spare time, last an eternity, drags on (and on), (went on for) ages, had so much time on my hands, in next to no time, time seems to speed up, it just goes so fast, there aren't enough hours in the day, pressed for time (Speaker 2) the past is a/another country, for hours and hours at a time, time passes in the blink of an eye, make the most of every moment of it (time), an instant (ago), have the time of their life, brief, fleeting

2.1

The past: retrospect, bygone, preceding
The present: contemporary, immediate, current, topical,
status quo

2.2

- 1 bygone 2 contemporary/current/topical
- 3 status quo 4 immediate 5 retrospect
- 6 current/topical 7 preceding 8 current

3.1

- 1 pioneers 2 (ancient) villages
- 3 (ancient/prehistoric) fires 4 sites
- 5 historic places 6 antiques 7 excavate
- 8 artefacts

times = era
societies = civilisations
lived = dwelt
remains = remnants
hidden under = buried beneath
produced = yielded
but = however
finds = discoveries
official list = register
very important = vital
kept safe = conserve(d)
totally = fully

4.1

find = uncover

large	small	
enormous total dramatic complete immense profound extraordinary sweeping tremendous drastic major huge	minute modest gradual minor infinitesimal moderate slight	

4.2

Synonyms of change: 1 transition 2 reversal 3 shift

- 4 improvement; transformation 5 evolution
- 6 movement
- 1 smooth
- 2 abrupt/sudden/rapid
- 3 temporary
- 4 gradual (smooth does not collocate with improvement)
- 5 turbulent
- 6 gradual

4.3

See 4.5

4.4

increase gradually, rise steadily, fall slightly, differ markedly / be markedly different, level out temporarily, rise very slightly

4.5

1 period 2 and 3 trend 4 steady 5 remained 6 periodic 7 steadily 8 temporarily 9 from 10 by

Test practice

1 B (Lambert: Most cloth and other fibre goods degrade over time and eventually disappear. However, according to Lambert, in some cases ancient textiles survived well because they'd spent centuries in arid, freezing or lowoxygen environments, such as well-sealed tombs.)

- 2 E (Elizabeth Barber ... has argued that fibre-making expertise was as revolutionary as the creation of equipment for working with stone and metal.)
- 3 A (Good: Until recently, it was assumed that all [ancient] silk was from China ... But our work is now calling that assumption into question.)
- 4 C (Jakes: Such information, combined with other evidence, enables researchers to infer the technological skills of ancient civilisations ... notes Kathryn Jakes)
- 5 A (Good: but to improve access to the past based on very tiny pieces of evidence ... says Good)
- 6 D (Drooker: Evidence from tools and weapons can lead to skewed interpretations of past life, she says. Until fairly recently in human history, Drooker points out)
- 7 Yes (species of moths and therefore give a clue to the place where the silk was made)
- 8 No (Until recently, these remains were usually overlooked because they were frayed, discoloured or too fragile to withstand the rigours of analysis.)
- 9 Not given (Lambert tells us that organic materials deteriorate over time but he gives no opinion as to how long this will take.)
- 10 Yes (He is a pioneer in the use of analytical-chemical techniques for the study of archaeological materials.)
- 11 Not given (We are told that Jakes carried out experiments on the use of sumac as a dye, but we are not told whether this had ever been done before.)
- 12 No (The Egyptians preserved millions of mammals, birds and reptiles ... Scholars had assumed that ancient people used relatively simple and inexpensive methods to prepare this multitude of animals for burial. Evershed's findings call that assumption into question.)
- 13 Yes (As sophisticated techniques of analysis have revealed more detailed information about ancient textiles, scholars have been rethinking ideas about the early development of skills such as spinning and weaving.)

Unit 3

1.2

Topics mentioned: internet (blog), car

1.3

blend in with (e.g. everyone), fit in with (e.g. everyone) = be the same as



1 join in 2 stand out from; fit in with / blend in with

3 break away from / drop out of / opt out of

4 drop out of / opt out of 5 fit in with / blend in with

2.1

1 C 2 F 3 D 4 B 5 A

2.2

tolerant attitude = open-minded approach harmful to society = anti-social approved of by society = socially acceptable

2.3

1 influential 2 segment 3 flaunt

4 skewed 5 suburban 6 status

3.1

1 / 2 / 3 / 4 X 5 / 6 / 7 / 8 X

3.2

1 conform = behave according to our accepted standards of behaviour; peaceful = harmonious

2 obey = observe; social customs = social mores

3 conventional = conservative; traditions = heritage

4 traditional ways = customs

5 what is normal = the norm

6 different from the group = unconventional

7 an alternative social group = a counter-culture; rebel against the traditional way of life = shun mainstream values

8 usual = standard

4

1 decline 2 member 3 behaviour

4 interaction 5 Minority 6 pressure

5.1

1 censored = /s/ censured = /f/

2 coarsen = /s/ caution = / ſ/

3 censure = $/\int/$ sensor = /s/

4 $partial = / \int / parcel = / s /$

5 seek = /s/ chic = / [/

6 chauffeur = /ʃ/ sofa = /s/

7 furnish = /f/ furnace = /s/

8 subtle = $\frac{1}{3}$ shuttle = $\frac{1}{3}$

9 crust = /s/ crushed = /f/

10 sealed = /s/ shield = /f/

11 rust = $\frac{s}{rushed} = \frac{f}{f}$

12 sip = /s/ ship = /f/

5.2

1 censured 2 coarsen 3 sensor 4 partial 5 seek 6 sofa 7 furnace 8 shuttle 9 crushed 10 shield 11 rust 12 sip

Test practice

Model answer

The chart gives information about the kinds of leisure activity engaged in by three distinct groups: native Australians, recently arrived immigrants from Englishspeaking countries and new migrants for whom English is not the first language in their country.

The cinema is by far the most popular free-time activity listed in the chart for those with English as their first language – 70% of non-migrants and 65% of English-speaking migrants. Half the migrants from non-English-speaking countries also go to see a film but interestingly, 5% more of this group prefer the library to the cinema. Roughly 40% of the other two groups say they visit the library.

Zoos are visited most by half of the English-speaking migrants compared to just over 40% of those born in Australia and approximately 35% of the migrants born where English is not widely spoken. The theatre is least popular for all concerned, with only 10% of non-English-speaking migrants attending, while double the number of native Australians go to see a play. A quarter of those born in English-speaking countries are theatre-goers. Overall, it is perhaps unsurprising that Australians prefer the cinema to the theatre, but the popularity of the library with new migrants may reflect the financial circumstances of these new citizens.

-Unit-4.

1.1

1 Some common chemical elements you should know are: oxygen, carbon, hydrogen and nitrogen.

2 A chemist or a chemical engineer studies or works with chemicals.

3 Some common household products which contain potentially harmful chemicals are: bleach, detergent, antifreeze, air fresheners, shampoo, paint, hair colouring and batteries.

4 H₂O is the chemical formula for water. It means water consists of two hydrogen atoms and one oxygen atom.

5 Farmers use pesticides and herbicides to kill pests and weeds. They use fertilisers (like nitrogen, phosphorus and potassium) to promote plant growth.

Across

- 1 PHARMACEUTICALS 5 CARBON 6 CO.
- 7 REACTION 10 FERTILISER 12 ABSORB
- 15 BLEACH 16 TOXIC 17 SUBSTANCE
- 18 EMISSION 19 PETROCHEMICALS

Down

- 2 ADDITIVES 3 CFCS 4 EFFECT
- 6 CONTAMINATION 8 ORGANIC 9 PLASTICS
- 11 PESTICIDES 13 GREENHOUSE 14 RADIATION

2.2

- 1 a mixture of carbon and hydrogen
- 2 something that can act like a metal
- 3 a commonly told story not based on fact
- 4 the amount of medicine you should take
- 5 a chemical that combines two or more elements

2.3

- 1 (the) food chain 2 pesticides 3 (an) urban myth
- 4 (the) dosage 5 (the immense) cost

2.4

- 1 polluted location = contaminated site; through = via; come into contact with = exposure can take place
- 2 what we eat = the food we consume
- 3 the idea = the notion
- 4 toxic = poisonous
- 5 examining = analysing/assessing; potential consequences = possible interactions

3

- 1 protein/s 2 blood 3 infection 4 compounds
- 5 alternative 6 dosage 7 side effects 8 pure
- 9 absorb 10 capsule 11 bacteria 12 Medical staff
- 13 natural remedies

4.1

- 1 absolutely/completely 2 extremely
- 3 highly/extremely 4 highly/extremely
- 5 extremely 6 slightly

4.2

Suggested answers

highly	absolutely	extremely
probable	essential	probable
skilled	terrible	anxious
valued	necessary	addictive
addictive	crucial	controversial
unusual	useless	disappointing
recommended	vital	overweight
educated	awful	difficult

Test practice

- 1 E (It starts to make them think about their food in terms of its nutritional components)
- C (Major food giants are actively unveiling products overseas)
- 3 A (The introduction of iodine to Morton Salt in 1924)
- 4 G (The agency approved wording that is not quite as snappy for package design)
- 5 B (We expect [the functional foods business] to grow about 7.6 percent annually)
- 6 E (awareness of the low-carb phenomenon has led many consumers to check food labels)
- 7 F (some nutritionists and scientists are worried that the findings aren't rock solid)
- 8 D (There's a lot of research and development going on into what kinds of products people want)
- 9 D (section A consumers didn't know or care enough about the new ingredients)
- 10 F (section D consumers' rising interest in nutrition and wellness)
- 11 C (section F empower the consumer, to make them more aware of possible health benefits in these foods)
- 12 B (section F The non-profit Centre for Science in the Public Interest has filed suit against the FDA ... for marketing the health benefits of ingredients.)
- 13 E (section G Others fear there will be so many claims they will just become more noise to already bewildered consumers.)

(d) oth

1.2

Speaker 1: C

Speaker 2: A

1.3

Speaker 1: studying accounting (a subject), keep motivated, facts and figures to learn, the exams are really gruelling, study hard, set myself a goal, give myself something to aim for, learning process, rewarding myself with, successful in a test, reap the rewards, qualified, my aim is

Speaker 2: further my career, taking a (computer) course, finding it a struggle completing my assignments, help each other revise and study for our exams, dry subject, teaching us in a pretty boring way, broadening my knowledge of (computers)

Answer key

1.4

- 1 a limited knowledge of
- 2 common knowledge
- 3 a specialist knowledge of / a detailed knowledge of / an in-depth knowledge of
- 4 broaden my / (his etc.) knowledge of
- 5 prior knowledge

2

Verb	Noun	Adjective
analyse	analysis analyst	analytical
assess reassess	assessment reassessment assessor	assessable
conceptualise	concept conception misconception conceptualisation	conceptual
consist (of)	consistency inconsistency	consistent inconsistent
contextualise	context	contextual
define redefine	definition	definable undefined
establish	establishment	established

Verb	Noun	Adjective
formulate	formula formulation	formulated
hypothesise	hypothesis	hypothetical
indicate	indication indicator	indicative
interpret	interpretation interpreter	interpretive
signify	significance insignificance	significant insignificant
theorise	theory theorist	theoretical
validate	validity validation	valid

3.1 1 B 2 C 3 A 4 D 5 A

3.2

- 1 people who took part in the study = participants
- 2 feeling of having accomplished something = sense of achievement
- 3 calculating = measuring; forecast = predict
- 4 carried out = conducted
- 5 proof = evidence; strongly affect = profoundly influence; acquire = learn/develop

4.1

- 1 service 2 technical 3 carpenter 4 installer
- 5 technician 6 job vacancies 7 degree
- 8 apprenticeship 9 skill/trade 10 vocation

4.2

- 1 c 2 h 3 g 4 a 5 d 6 i 7 e 8 j 9 f
- 10 b
- 5
- 1 trial and error 2 concerted effort
- 3 strenuous exercise 4 human endeavour
- 5 physical exertion

Test one

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1	C (Unit 1)	11	C (Unit 2)	21	D (Unit 4)
2	D (Unit 1)	12	B (Unit 2)	22	C (Unit 4)
3	C (Unit 1)	13	A (Unit 3)	23	A (Unit 4)
4	A (Unit 1)	14	C (Unit 3)	24	B (Unit 4)
5	B (Unit 1)	15	C (Unit 3)	25	B (Unit 5)
6	A (Unit 1)	16	B (Unit 3)	26	C (Unit 5)
7	D (Unit 2)	17	D (Unit 3)	27	B (Unit 5)
8	D (Unit 2)	18	A (Unit 3)	28	D (Unit 5)
9	D (Unit 2)	19	A (Unit 4)	29	B (Unit 5)
10	A (Unit 2)	20	B (Unit 4)	30	D (Unit 5)

Unit 6

1.1

flyers billboards telemarketing

You would find sponsorship at sports events; commercials and jingles on TV and radio; banner ads and pop-up ads on the internet and brochures in shops.

Speaker 1: pop-up ads, banner ads Speaker 2: telemarketing

1.3

Speaker 1: irritating, distracting, repetitive Speaker 2: invasive, infuriating, irritating

1.4

1 flyers 2 billboards 3 (radio) jingles / commercials 4 (sports) sponsorship

2.1

marketing tools: jingle, ploy, gimmick, logo, branding, slogan

verbs: reassure, appeal, assure, pressurise, convince, induce, oblige, urge, entice, seduce, twist (your arm), tempt

people: vendor, client, consumer, customer, distributor, sales representative, manufacturer

2.2

1 pressurised 2 ploy 3 advertisement 4 entice 5 logo 6 customers

3.1

- 1 C (providing assurances that personal and credit card information is secure; providing customers with discounts on future purchases, or free merchandise)
- 2 C (trustworthiness; that personal and credit card information is secure; whether the website loads quickly and the frequency of pop-up windows)
- 3 D (With social networking, it's very easy for one dissatisfied customer to post on his or her blog that a company messed up)
- 4 B (promotional events designed to counter customers' negative attitudes can significantly enhance the customers' likelihood of engaging in a long-term relationship with the business)

3.2

- 1 cultivate 2 a hard-sell approach 3 rebates
- 4 monetarily 5 promotional events
- 6 online retailers

4

- 1 articles of clothing 2 luxury goods
- 3 essential items 4 personal possessions
- 5 handmade products

5

- 1 consumer 2 brands
- 3 advertisements/commercials 4 products
- 5 sales 6 manufacturers 7 Advertising/Marketing
- 8 exaggerate

6

<u>ad</u> vertise	exaggerate	ess <u>e</u> ntial
<u>ad</u> vertising	personal	marketing
adv <u>er</u> tisement	l <u>u</u> xury	pr <u>e</u> ssurise
commercial	articles	brochure
product	poss <u>ess</u> ions	imp <u>u</u> lsive
<u>irr</u> itating	promotional	eff <u>e</u> ctive

Test practice

- 1 A (B is wrong because we are never told that this magazine was the first to print advertisements; C is wrong because there is no mention of adverts changing in this time; D is wrong because there is no link made between adverts and business.)
- 2 A (The passage says the presence of many excellent online collections of advertisements provides learners as well as established scholars with the opportunity to examine these sources in new ways; B is wrong because we are never told they are annoying (the text says it can be frustrating because you cannot tell the intent or the social or cultural background of old advertisements); C is wrong because no comment is made about present day adverts on the internet; D is wrong because we are told it is not possible to do this.)
- 3 B (The passage says advertising is not an easy term to define and then gives several examples of adverts that don't fit one description; A is wrong because it mentions selling products, but there is no mention of advertising not being enough; C is wrong because we are told this is possible to do; D is wrong because we are not told the difficulties of producing advertisements.)
- 4 C (The passage says authors distinguish advertising from salesmanship ... (but) The boundaries blur here, too and then gives online retailers and telemarketing as examples of irritating advertising which is aimed at individuals; A is wrong because they are both used to sell, but we are not told if they are cheap; B is wrong because they are given as examples of a more personal way of advertising; D is wrong because we do not know if they are more popular than print ads or not.)
- 5 headlines
- 6 illustrations (Pennsylvania Gazette reached out to readers with new devices like headlines, illustrations)



- 7 back pages (Magazine ad styles were also restrained, with most publications relegating advertisements to the back pages.)
- 8 (patent) medicine (Magazine ad styles were also restrained ... Patent medicine ads proved the main exception to this pattern.)
- 9 production techniques (In the 1880s, several industries adopted new production techniques that created standardised products in unheard-of quantities)
- 10 branded (National advertising of branded goods emerged in this period)
- 11 department stores (Large department stores ... also pioneered new advertising styles.)
- 12 (mail-order) catalogues (For rural markets, the Sears Roebuck and Montgomery Ward mail-order catalogues offered everything from buttons to kits)
- 13 (Consumer) credit (Consumer spending was fuelled in part by the increased availability of consumer credit)

Unit 7

1.1

Some possible adjectives: magnificent, breathtaking, amazing, stunning, spectacular, dramatic, memorable; remote, mountainous, precarious; traditional, rustic, historic, charming

1.2

place: memorable, amazing, historic, rustic, charming area: remote, mountainous buildings: precarious accommodation: traditional, basic views: spectacular, breathtaking landscape: dramatic

2.1

- 1 True (every Bhutanese you speak with will declare that his country is in constant, imminent peril)
- 2 False (King ... instituted a number of policies designed to preserve the country's cultural identity)
- 3 Not given (We are told they need to wear kimono-like clothes (garb) but we are not told how they feel about this.)
- 4 False (Looking with horror at the many negative social, cultural and environmental effects that virtually unrestricted tourism was having on nearby developing countries)
- 5 True (The only way to visit Bhutan is on a pre-arranged package deal that includes hotels, food, guide and driver.)

- 6 Not given (There is no information about this.)
- 7 False (It will be a *luxury resort*; existing accommodation is basic.)

2.2

- 1 traffic 2 conveniently 3 pleasantly 4 virtually
- 5 long 6 internationally/world 7 world 8 sparsely

2.3

- 1 Tourism 2 to 3 resources 4 effects 5 have
- 6 attract 7 transport 8 damage 9 cause 10 in
- 11 outweigh 12 tourist

3.1

- 1 Passenger 2 seats 3 mountains 4 (safe) arrival
- 5 comfortable 6 commercial aviation
- 7 journeys/flights 8 business travellers 9 routes 10 fares

3.2

1 trip 2 travel 3 journey 4 trip 5 tourist 6 travellers

Test practice

Model answer

The two pie charts show the aspects of Fairmont Island that tourists enjoy the most and the least. Fairmont Island has many features that attract tourists but the most popular of these are the scenery and the people, with more than two thirds of the visitors to the island listing these as the greatest advantages. The standard of accommodation on the island appears to be more than adequate, with 11% of respondents listing this as an advantage. 12% of visitors cite the culture of the island as a major attraction.

However, the island seems far from being a perfect tourist destination. When it comes to the negative aspects of the island, the high cost of living, poor weather and the quality or lack of entertainment are seen as the worst of these. Together, these three categories make up 95% of the total disadvantages. In spite of the high costs on the island, 5% of the visitors complain of poor food quality. Overall, it seems that most people like Fairmont Island because of the scenery and people. However, it is possible that the unspoilt nature of the island means there is little in the way of entertainment and this, combined with the high cost of living, makes it unlikely to appeal to everyone.

1.2

1 (shop) windows 2 community 3 Hilary Sharpe

4 Lynne Denton 5 mayor 6 35679994

7 road repair 8 Member; Parliament

1.3

1f 2d 3b 4c 5e 6a

2

1 misinform 2 misdiagnose 3 mismanage

4 misunderstand; misinterpret 5 mislead

6 miscalculate 7 misjudge 8 mistrust

3.1

feel to blame for have responsibility for feel entitled to have a responsibility to feel in control of lose control of feel responsible for be to blame for take the blame for be entitled to take control of be in control of take responsibility for be responsible for take charge of be in charge of have control over be the responsibility of

3.2

1 have no control over 2 is responsible for

3 lost control of 4 be in control of 5 out of control

6 has a responsibility 7 is to blame for / to blame for

8 take charge of 9 are entitled to

10 took the blame for

4.1

1 (social) well-being / welfare

2 opportunities

3 safety net

4 pension

5 old-age pension / unemployment benefit

6 unemployment benefit / old-age pension

7 childcare/healthcare

8 healthcare/childcare

9 military service

10 social services

4.2

the government = the state
people who live in that country = citizens
the belief = the notion
the same = equal
people who can't take care of themselves = those unable
to meet their own needs
mainly = principally

Test practice

Model answer

Healthcare and education are both essential services that can be extremely expensive and, as a result, unaffordable for those on a limited budget. Nevertheless, it is important to establish just who is responsible for funding them. The health of a country's citizens is vitally important. Without adequate healthcare, people of all ages can become extremely ill and thus unable to earn a living or take care of themselves. So it is essential for governments to provide well-equipped hospitals as well as highly trained staff to run them. There is also a need for appropriate emergency services. Furthermore, without a good public education system, people may find they are limited in their work choices. If education is not provided free to all, those born into poverty may find themselves unable to rise above that level.

We may all wish for these essential services to be provided free of charge, but the government needs to obtain the funds for them from somewhere. Even when they are provided free of charge, there has to be some way of recouping the costs. One way of acquiring the necessary funds is by imposing taxes. Alternatively, access to welfare can be means-tested and based on personal levels of income. The irony is that, in democratic societies, where a government is elected based on its promises, it is often the political party that promises tax cuts that is elected to office.

It seems clear that poorer members of our society need this type of aid and if these costs are covered, at least partially, by the government, then we need to accept that our taxes will be used to fund them.

Unit 9

1.2

Speaker	Question	Attitude	
1	4	negative	
2	3	negative	
3	2	neutral	

1.3

(Speaker 1) horrifying, distressing, outrageous, objective (Speaker 2) irresponsible

(Speaker 3) impartial, hypocritical, upsetting, appalling

14

impartial, objective



1.5

a 5 b 4 c 6 d 1 e 2 f 3

1.6

a 2 b 4 c 2 d 3 e 4 f 1

2.1

Suggested answers

- 2 flock is a group of animals, the others are places where animals live
- 3 butterfly the others all have a shell but no wings; a butterfly is not an aquatic animal
- 4 bear the others all have horns, don't eat meat and can't walk on two legs
- 5 tiger the others are considered to be domestic animals, not endangered wild animals
- 6 trunk the others are things that cover an animal's body
- 7 burrow is where animals (e.g. rabbits) live, the others are all names of groups of animals
- 8 scorpion the others are flying insects
- 9 giraffe the others all have stripes (or bee it's the only insect, the others are all mammals)
- 10 eagle none of the others can fly

2.2

1 g 2 c 3 e 4 b 5 a 6 f 7 d

3.2

- 1 False (They are virtually unchanged.)
- 2 False (They are widespread.)
- 3 False (They never hibernate.)
- 4 True (Their life is spent foraging.)
- 5 True (They build a system of tunnels under the snow.)
- 6 False (They are vulnerable to accelerated global warming.)
- 7 False (They require cool, dark bogs with decaying mossy logs.)
- 8 True (They require the cool understory the area at ground level in a forest which is dark and cool.)

4.1

Possible threats in the passage; human activity; habitat loss; overexploitation; pollution; invasive non-native species, disease; climate change

Other possible threats: logging; poaching; overfishing; urban development; farming; use of pesticides; oil spills; increased competition; proximity to roads/housing; land clearing; deforestation; flooding; fire

4.2

demise = death flourish = thrive emerge = appear brink = verge rival = match at risk = in danger degradation = ruin threshold = level

4.3

- 1 damage 2 harmless 3 damaging/devastating
- 4 damaged/devastated 5 risk
- 6 harmful/damaging/devastating

Test practice

- 1 D (Ants aren't clever little engineers, architects or warriors after all – at least not as individuals; A is wrong because although it is mentioned, the writer does not conclude this; B is wrong because they achieve great things as a group; C is wrong because although it is mentioned, the writer does not conclude this.)
- 2 B (a fundamental question in nature: how do the simple actions of individuals add up to the complex behaviour of a group?; A is wrong because we are told they do not have a leader; C is wrong because though different species are mentioned, comparing them is not the fundamental question; D is wrong because no contrast is raised between insects and mammals.)
- 3 C (Consider the problem of job allocation ... An ant might be a nest worker one day, a trash collector the next. But how does a colony make such adjustments if no one's in charges; A is wrong because though bad weather is mentioned, this wasn't the focus of the research; B is wrong because the number of maintenance ants was not the main focus; D is wrong because the queen does not organise the colony.)
- 4 B ('When a forager has contact with a patroller, it's a stimulus for the forager to go out,' Gordon says. 'But the forager needs several contacts more than ten seconds apart before it will go out.'; A is wrong because no comparison is made between numbers of patroller or forager ants; C is wrong because foragers bring back the food and no mention is made of patrollers carrying food; D is wrong because we do not know how long any of the ants spend outside of the nest.)
- 5 A (they simulated the ants' return by dropping glass beads into the nest entrance at regular intervals – some coated with patroller scent; B is wrong because the researchers did not use food; C is wrong because they captured the patroller ants, they didn't follow them; D is wrong because they added different scents to beads, not to the ants.)
- 6 12,000 (para. 1 the success of Earth's 12,000 or so known ant species)

142

- 7 antennae (para. 4 When one ant bumps into another, it sniffs with its antennae to find out if the other belongs to the same nest)
- 8 lizard (para. 4 there might be a hungry lizard out there)
- 9 swarm intelligence (para. 2 They do this with something called swarm intelligence.)
- 10 F (marked) (Seeley's team applied paint dots and tiny plastic tags to all 4,000 bees)
- 11 G (relocated) (each of several swarms that they ferried to Appledore Island)
- 12 E (signalled) (These dances include a code to give directions to a box's location.)
- 13 C (gathered) (After a while, a small cloud of bees was buzzing around each box. As soon as the number of scouts visible near the entrance to a box reached about 15, the bees at that box sensed that a decision had been reached)

2

1 eclipse 2 penetrate 3 surface 4 planets

5 moons 6 sustain 7 impact 8 debris 9 spins

10 gravity 11 rotational 12 climatic

3.1

big: vast, astronomical, enormous, immense, immeasurable, colossal small: imperceptible, minuscule, infinitesimal, microscopic, minute

3.2

lang: prolonged, sustained, protracted, lengthy, enduring, lasting

short: brief, fleeting, transient, momentary, instant

3.3

1 brief 2 vast 3 microscopic 4 enduring

5 lengthy 6 colossal 7 minute 8 sustained

4

Across

3 BOIL 6 EXPLODE 8 ATTRACT 9 SOLIDIFY

11 DISSOLVE 14 EVAPORATION 17 REFLECT

19 REPEL 20 EXPAND

Down

1 CONDENSATION 2 MAGNETIC 3 BURST

4 DILUTE 5 COLLIDE 7 ACTIVATE 10 RELEASE

12 GRAVITY 13 PIERCE 15 ABSORB 16 MELT

18 SPIN

5.1

/30n/: collision, persuasion, explosion, erosion, corrosion, illusion, division

/ʃən/: evaporation, condensation, dimension, propulsion, penetration, navigation, situation, rotation, attraction, reflection, magnification

Test practice

1 sand 2 sink 3 medication(s) 4 sticky tape

5 released 6 elastic 7 engine 8 speed

9 accelerate 10 ice skating

Test two

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

7	A (Unit 6)	11	A (Unit 7)	21	C (Unit 9)
2	B (Unit 6)	12	A (Unit 7)	22	B (Unit 9)
3	B (Unit 6)	13	B (Unit 8)	23	D (Unit 9)
4	D (Unit 6)	14	D (Unit 8)	24	A (Unit 9)
5	C (Unit 6)	15	B (Unit 8)	25	A (Unit 10)
	D (Unit 6)	16	B (Unit 8)		C (Unit 10)
7	C (Unit 7)	17	B (Unit 8)	27	A (Unit 10)
8	8 (Unit 7)	18	C (Unit 8)	28	B (Unit 10)
	A (Unit 7)	19	A (Unit 9)	29	C (Unit 10)
10	C (Unit 7)	20	C (Unit 9)	30	A (Unit 10)

Unit 11

2.1

Advantages:

can access information more easily and more quickly can access music more easily written communication is more immediate can now access the internet almost anywhere more choice in entertainment more realistic video games
Disadvantage:
online scams and viruses

2.2

1 (the) Information Age

2 wireless hot spots

3- virtual

4 (online) scams / (online) viruses



2.3

advances in technology; wireless technology; communication technology; (technological advances); (tech-savvy); embraced information technology; computer technology; harnessed satellite technology; video game technology; cutting-edge, more sophisticated technology

3.1

Suggested answers

	Disadvantage/s	Possible solution
1	cyberbullying	take care when giving out personal information
2	information overload	learn how to find good sources
3	internet fraud	check a site is secure
4	1 internet addiction 2 health problems	limit time on the internet take physical exercise
5	illegal downloads	educate people not to download illegally

3.2

Suggested answers

- 1 The internet can help people feel less isolated and makes it easier to make friends. However, it can also lead to problems such as cyberbullying. One possible solution to this is to always take care when giving out any personal information.
- 2 Although researching a subject is a lot easier on the internet, there is also the danger of information overload. One way of dealing with this is to learn how to find good sources of information.
- 3 Despite the convenience of shopping or banking online, there is the problem of internet fraud. One way to solve this problem is to make sure that the website you are using is secure.
- 4 The internet can provide hours of entertainment. However, it can also lead to internet addiction or health problems. People can combat these by limiting the amount of time they spend online and taking exercise.
- 5 While you can access music more easily online, illegal downloads have had a negative impact on the music industry. One way to tackle this is to educate people not to download their music illegally.

4.1

Suggested answers

- 2 foam all of the others are hard materials
- 3 cable all of the others are related to wood
- 4 cotton all of the others are man-made
- 5 dye all of the others are related to fabrics and materials; dye is a colour applied to materials
- 6 demolish all of the others are about creating something new
- 7 strike all of the others involve a circular movement
- 8 tower all of the others are used to support something or hold something up

4.2

push a button pull a lever turn a screw / a dial / a wheel hit a nail drill a hole hammer a nail dig a hole pour liquid light a fire operate a machine press a button / a switch

4.3

drill, hammer and light are also things found in the home (NB you switch on/off a light or turn on/off a light)

5.1

- 1 material(s) 2 calculator 3 diagrams/drawings
- 4 models 5 tunnel 6 pump 7 patents
- 8 bridge 9 scissors 10 forwards

5.2

expense = (being) too costly; futuristic = ahead of his own time; obtaining energy from the sun = solar power; built = constructed; showed = demonstrated; heavy = great; a time = an era; we do not know = it is impossible to say (with any certainty); were made and used = passed into general and practical use; moved in a circle = rotate (on the spot); moved = progress

6.1

tech <u>nol</u> ogy	communi <u>ca</u> tion	downloads
techno <u>log</u> ical	infor <u>mation</u>	entertainment
ad <u>vanc</u> es	overload	wireless

Test practice

- 1 B (Social scientists have long had to rely on crude questionnaires or interviews to gather data to test their theories, methods marred by reporting bias and small survey sizes.)
- 2 D (Site users can also choose to install applications software components that personalise their profile page.)

- 3 E (Now millions of people carry a de facto tracking device with them all day that automatically logs their every move.)
- 4 A (if you use a social networking site, a cellphone or the internet regularly, you are leaving behind a clear digital trail that describes your behaviour, travel patterns, and likes and dislikes, divulges who your friends are, and reveals your mood and your opinions)
- 5 A (Physics was the first science to be transformed by accurate information, initially with telescopes that revealed the heavens)
- 6 F (Just as the discovery of nuclear fission raised moral dilemmas for physicists, and genetic modification is now doing for biologists, so the ability to predict human behaviour is presenting new quandaries for social scientists. As ever, with great power comes great responsibility.)
- 7 B (para. D With the vast increase in computing power and the almost limitless pool of participants now available via the internet, we can conduct laboratorystyle experiments involving thousands, or even millions, of participants)
- 8 A (para. B the far-reaching implications of their theories have been effectively impossible to test)
- 9 C (para. E Anyone involved in this kind of research increasingly faces a dilemma – how do we avoid contributing to the creation of a surveillance state?)
- 10 D (para. D their results showed that both independent thinking and copying behaviour play a role, reinforcing conclusions reached by conventional survey methods)

11 A

12 and 13 B. D

Unit 12

1.1

Suggested answers

- A: fashionable, trendy, elegant, stylish, sophisticated, chic, impractical
- B: mundane, drab, practical, comfortable

1.2

A

1.3

- 1 rage 2 must-have 3 out of 4 conscious 5 in 6 latest trend 7 passing 8 out-of
- 1.4

1 b 2 b 3 a 4 c 5 b 6 b 7 d 8 a

2

- 1 clothes; after 2 supplies; after
- 3 waterproof; before 4 wardrobe; after
- 5 youth; before

4.1

keep: store, hoard, archive, maintain, save, stockpile, retain, preserve, conserve get rid of: dispose of, throw away, abandon, discard, consume, dump, eradicate

4.2

Suggested answers

- 1 throw away 2 dispose of 3 abandon 4 store
- 5 dump

5.1

- 1 No (And while some other countries pride themselves on thriftiness, the converse would appear to be true for the US)
- Yes (And yet, since the mid-1970s, when the disposable income of 80% of the US population virtually stopped growing, our spending patterns have bewilderingly continued expanding.)
- 3 Not given (And yet, since the mid-1970s ... continued expanding there are no specific figures here for the 1970s)
- 4 No (Much of our ferocious consumption arises simply from the sheer number of goods available.)
- 5 Yes (Now, says Twitchell, to curb our acquisitiveness we would have to de-brand: 'It's a scarf; it's not an Hermes scarf. It's a car; it's not a Lexus. You put it around your neck or you drive it.')
- 6 Not given (And after you get all the loot home, then what? Just as American as the need to buy, social observers say, is buyer's remorse – there is no information here about returning goods to the shop)

5.2

- 1 acquisitiveness 2 consumerism
- 3 disposable income 4 Mass branding
- 5 personal consumption 6 spending patterns

Test practice

- B (Says Rivoli, 'There are nowhere near enough people in America to absorb the mountains of cast-offs, even if they were given away.')
- 2 B (Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate)

Answer key

- 3 D (The US government's conservation campaign ... resulted in an approximate 10% reduction in the production of trash.)
- 4 A (Girls especially are insatiable when it comes to fashion.)
- 5 C (21% of annual clothing purchases stay in the home, increasing the stocks of clothing and other textiles held by consumers ... which is considered to represent a potentially large quantity of latent waste that will eventually enter the solid waste stream)
- 6, 7, 8 A (which can cause or aggravate respiratory disease)

C (This crop accounts for a quarter of all the pesticides used in the United States.)

G (The Environmental Protection Agency (EPA) considers many textile manufacturing facilities to be hazardous waste generators.)

- 9 polyester
- 10 4%
- 11 (the) 1920s
- 12 the internet
- 13 Japan

Unit 13

1.1

Speaker 1; urban Speaker 2: rural

1.2

Suggested answers

Speaker	Advantages of rural life	Disadvantages of rural life
1	 peace and tranquillity fresh air 	 limited job opportunities travel long distances (to shops)
2	 more freedom for children safe environment 	 easy to feel isolated not a lot of choice when it comes to education

2.1

Rural communities ...

have: open spaces, cottages, fresh air, slow pace, countryside, a sense of community don't have: a public transport system, high rises, pollution, congestion, overdevelopment, infrastructure are: isolated, simple, peaceful, remote, tranquil, traditional aren't: crowded, overpopulated, frantic

2.2

- 1 isolation/remoteness (though isolation collocates better with sense of)
- 2 public transport system
- 3 countryside
- 4 slow(er) pace
- 5 frantic
- 6 simple(r)
- 7 traditional

3.1

- 1 Yes (This way of existence required frequent moving.)
- 2 Not given (We are told it happened ten thousand years ago, but there is no comparison made between Europe and the rest of the world.)
- 3 Not given (There is no information about the impact of the Industrial Revolution on food availability.)
- 4 Yes (It would seem that the less rural life is practised, the more it is cherished and the greater the emphasis on the hazards of urban life.)
- 5 No (In reality, various studies on life satisfaction have revealed that there is no advantage to living in a rural setting.)
- 6 No (In developed countries, rural people tend to be just as satisfied with life as city people.)

3.2

- 1 evolved 2 percentage 3 massive 4 reverse
- 5 cherished 6 undertone 7 revealed 8 serenity
- 9 alienated 10 markedly

4.1

Suggested answers

concrete jungle, pedestrian crossing, traffic congestion, outer suburbs, housing estate, high-rise buildings, police force, emergency services, public transport, urban sprawl, recreational facilities, sewage system, water supply, garbage collection, noise/air pollution, inner-city slums, shanty town

4.2

concrete jungle, traffic congestion, urban sprawl, noise/air pollution, inner-city slums, shanty town

4.3

- 1 police force
- 2 recreational facilities
- 3 sewage system; garbage collection
- 4 Traffic congestion
- 5 inner-city slums / shanty towns
- 6 urban sprawl

5

- 1 10 million (people) / 10,000,000 (people) / 10m (people)
- 2 20,000 (people) / twenty thousand (people)
- 3 47(%) / 47 (per cent)
- 4 468 / (cities)
- 5 3/5 / three in five
- 6 (its/the) outer limits
- 7 (in) slums / shanty towns

Test practice

- 1 transport 2 parking 3 120 4 shops
- 5 schools 6 flat 7 expensive 8 Godfrey
- 9 0742666395 10 Saturday

Unit 14

1

- 1 unemployment 2 genetically modified (GM) foods
- 3 cloning 4 global financial crisis 5 obesity
- 6 globalisation 7 homelessness
- 8 environmental disasters 9 energy crisis
- 10 climate change

2.1

Serious problems: disaster, catastrophe, crisis Adjectives: disastrous, challenging, controversial, catastrophic

2.2

1 e 2 d 3 a 4 c 5 b

2.3

- 1 minor difficulties 2 major hurdle 3 sensitive issue
- 4 current predicament 5 total disaster
- 6 significant challenge 7 minor setback
- 8 considerable controversy

3.1

C (depression is, in fact, an adaptation, a state of mind which can bring real benefits)

D (depression exists ... in environments similar to those that prevailed in our evolutionary past)

3.2

Adjectives: ongoing, pervasive, recent, serious, personal, insurmountable, daunting

Verbs: arise, think about, dwell on, gain insight into, be faced with, analyse, solve

4

make better: alleviate, mitigate, rectify, improve make worse: exacerbate, hinder, compound, complicate, aggravate

5.2

- 1 obesity 2 climate change 3 homelessness
- 4 environmental disasters
- 5 genetically modified (GM) foods

5.3

- 1 tackling this problem
- 2 overcome the difficulties / difficulties raised by this issue
- 3 remedy this situation
- 4 to prevent a catastrophe / to find a way / to reach a compromise
- 5 resolve this issue

6.1

do: your best, more harm than good make: a mistake, an effort, sure, a change take: stock, measures, notice of, a chance, part

6.2

- 1 represents 2 problem 3 find 4 make 5 with
- 6 resolve 7 tackle 8 difficult 9 deal with
- 10 make 11 take 12 prevent

Test practice

Model answer

Obesity is now one of the main causes of preventable death, especially in industrialised countries. To tackle this problem, governments can reduce the impact of their overweight citizens by the careful use of taxation to fund alternatives to a sedentary lifestyle. However, individuals should also take responsibility for their own health by avoiding a bad diet and taking the initiative to participate in sport.

It is important for governments to act quickly to curb obesity because of the rising death rate. There will also be rising costs in healthcare and the benefits system if it is left unchecked. To combat this problem, governments should, first of all, heavily tax junk food and use the revenue generated to subsidise healthy fruit and vegetables. This would make healthy food cheaper and more widely available than unhealthier options. Also, the government can act by funding leisure centres, sports clubs and gyms. This money could be used to help people gain motivation to exercise and become more active.



On the other hand, there are those who claim that obesity is due to lifestyle choice and therefore an individual problem, not one for the government. They claim that people should find their own motivation to prevent obesity by being aware of the potentially fatal consequences of their lifestyles. Individuals could also change their diets by switching from a carbohydrate-heavy diet to one which includes a balance of vitamins and minerals. Joining a sports club need not always be the only way to lose weight. Even vigorous housework or heavy gardening can help avert heart disease.

In conclusion, although individuals may be able to help themselves by changing their diets and activities, it may require government intervention to tackle obesity quickly and on a large scale.

Unit 15

1.1

Suggested answers

- 1 strike (n/v), lightning (n), thunder (n/v)
- 2 rain (n), heavy (adj), fall (v), torrential (adj)
- 3 erupt (v), ash (n), volcano (n), lava (n)
- 4 dense (adj), freezing (adj), fog (n)
- 5 severe (adj), tropical (adj), wind (n)
- 6 earthquake (n), tremor (n), aftershock (n)

1.2

- 1 heavy/torrential 2 wind/s 3 struck
- 4 thunder 5 erupt

2.1

1 g 2 c 3 d 4 b 5 h 6 f 7 e 8 a

2.2

- 1 in the cold light of day 2 weather the storm
- 3 the calm before the storm 4 every cloud; a silver lining
- 5 a storm in a teacup 6 has the foggiest idea

3

Suggested answers

- 1 fungus is a plant, like a mushroom, not a type of flower or a part of a flower
- 2 pest is a type of animal or insect and is not related in any way to soil, as the other words are
- 3 pasture is an area of grassland, and the others are all parts of a tree
- 4 fauna the others all relate to plants, but fauna is the animals of a particular area
- 5 manufacture is to do with industry, not farming

- 6 melt is not connected to movement of water, as the others are
- 7 a stream is not man-made, as the others are
- 8 a puddle is a small amount of water

4.1

acid rain, soil erosion, greenhouse gases, crop yields, carbon dioxide, viable solution, vicious circle, fossil fuel, climate change

4.2

climate change, greenhouse gases, vicious circle, fossil fuel, carbon dioxide, climate change, soil erosion, crop yields, viable solution, acid rain

4.3

- 1 desalination 2 fossil fuels / energy
- 3 carbon dioxide / greenhouse gases 4 crop yields

5.1

- 1 temperatures 2 crops 3 weeds 4 pests
- 5 drought 6 flood/s / flooding
- 7 tractors 8 cattle 9 erosion
- 10 deforestation 11 productivity
- 12 resistant 13 chemicals/pesticides

5.2

bring about, (inevitably) result in, (inevitably) leads to, stems from, produces, cause, result from, have a (negative) impact on, this means that, so leads to, so, leads to, due to, is one of the main causes of, comes at the cost of, so, means that, so

Test practice

- 1 B (It was described as being wildlife-friendly, wasn't it? ... it's good to see GM crops that won't have a detrimental effect on nearby livestock)
- 2 A (The research on the GM soya bean crop was promising ... farmers don't need to spray any nasty chemicals to remove them)
- 3 I (for something like wheat, this can drive down the cost of food)
- 4 H (they're aiming to introduce an antifreeze that's found naturally in fish into the potato crops so that they can withstand extreme temperatures)
- 5 C (It's such a staple food in many areas and the plan is to create a crop that contains a richer supply of nutrients.)
- 6 D (They plan to use tomatoes to transport medicines, don't they?)
- 7 E (a tree that can soak up contaminants like heavy metals right out of the soil)

- 8 B (It could have been a little more balanced in its approach though, don't you think? – I suppose there was only one side presented.)
- A (there was a particular emphasis on pesticide use ... it's a far more important impact to focus on than increased profits)
- 10 A (but I'm more concerned about the studies showing children may develop a severe allergic reaction to these foods. – That's something that definitely needs to be researched thoroughly.)

Test three

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

F 50	Colo citati I secondo an		3		
1	B (Unit 11)	11	B (Unit 12)	21	B (Unit 14)
2	A (Unit 11)	12	C (Unit 12)	22	B (Unit 14)
3	C (Unit 11)	13	C (Unit 13)	23	D (Unit 14)
4	D (Unit 11)	14	A (Unit 13)	24	D (Unit 14)
5	C (Unit 11)	15	B (Unit 13)	25	A (Unit 15)
6	A (Unit 11)	16	C (Unit 13)	26	B (Unit 15)
7	B (Unit 12)	17	D (Unit 13)	27	A (Unit 15)
8	A (Unit 12)	18	C (Unit 13)	28	D (Unit 15)
9	C (Unit 12)	19	A (Unit 14)	29	C (Unit 15)
	D (Unit 12)	20	B (Unit 14)	30	B (Unit 15)

Unit 16

1.1

- 1 solar power 2 hydroelectric power 3 wave power
- 4 wind power 5 nuclear power

1.2

nuclear plant, nuclear waste, nuclear power station wave plant, wave turbine, wave power station, wave farm wind turbine, wind farm solar plant, solar panel, solar farm hydroelectric dam

1.3

solar power, wave power

1.4

solar farm/s, hydroelectric dams, wind farms, wind turbines, solar power, nuclear (power) plant

1.5

1 c 2 f 3 e 4 d 5 b 6 a

1.6

- 1 produce/generate 2 used/consumed
- 3 use/consume/need/require 4 providing/supplying
- 5 capture/harness

2.1

Across

- 1 HEATING 5 FUMES 8 RESOURCES 12 SOLAR
- 14 NUCLEAR 15 ENVIRONMENTALLY 17 EXHAUST
- 18 ALTERNATIVE 19 RENEWABLE 20 UNLEADED
- 21 RECHARGABLE

Down

- 1 HYDRO 2 SUSTAINABLE 3 PETROL
- 4 FOSSIL FUELS 7 FOOTPRINT 9 EMISSIONS
- 10 GENERATE 11 SMOKE 13 RECYCLABLE
- 15 ECO 16 CONSUME

2.2

- 1 alternative 2 fossil fuels 3 consume
- 4 resources 5 emissions 6 petrol 7 generate
- 8 heating 9 sustainable 10 recyclable

3

- 1 curb 2 consumption 3 generate 4 run
- 5 Electrical 6 efficient 7 fumes 8 exhaust

4.1

1 E 2 G 3 D 4 A 5 F

4.2

1 c 2 e 3 a 4 b 5 d 6 f

5

alternative	emiss@n	energy
neutral	carbon	battery
efficient	sustainable	re <u>cyc</u> lāble
consumption	renewable	rechargeable

Test practice

Model answer

Alternative energy is thought by some to be the answer to our reliance on fossil fuels, as sources of alternative energy are low emitters of CO₂ and are a sustainable means of providing electrical power. Critics of 'green energy' contend that current technologies are either too costly or impractical to realistically replace our current energy needs.

The advantages of 'green energy' are obvious. There is no need to worry about dwindling supplies of progressively more expensive resources. Solar power will never run out and, once initial costs are paid off, the electricity is basically free. These sources of energy have another major benefit in the shape of their low emissions. Although there are emissions costs in the building of wind turbines or hydroelectric power stations, there is no further air pollution or the risk of environmental contamination.

This notion of a perfect world of free and non-polluting energy does draw criticism, however. It is obvious that solar power won't work at night or that not every country has a coastline, rivers or windy hills. It is also a problem that replacing our current energy supply will entail expensive research and development, which, in turn, involves government cooperation. One last obstacle to the adoption of 'green energy' is nuclear power. Many countries see the huge energy production from this power source as a more practical solution than messing around with the wind and waves.

In conclusion, there is little doubt that we will soon need to wean ourselves off fossil fuels and on to an alternative fuel source. The only real question is whether we risk the costs and delays of green energy or choose the productive, but potentially dangerous, nuclear option.

Unit 17

1.1

A 2 B 1 C 2 D 1 E 1

1.2

a golden opportunity, make a name for myself, a win-win situation, a household name, a hands-on approach, the tricks of the trade, the bottom line

1.3

1 a 2 d 3 f 4 b 5 c 6 e

1.4

1 draw up 2 take on 3 set up 4 take on 5 in charge of 6 paid off 7 keep track of

8 break into

2

negotiate a contract / a deal / an agreement / a deadline hold a meeting take control make a deal / an agreement / a deadline sign a contract / a deal / an agreement chair a meeting / a project meet staff / a deadline miss a meeting / a deadline reach a deal / an agreement recruit staff manage a meeting / staff / a project

3

1 money 2 working 3 occupation 4 an employee 5 employer 6 managerial 7 position 8 post

4.1

1 financial problems 2 debt 3 luxury goods

4 bankrupt 5 credit / (future) loans

4.2

financial problems, bankruptcy, (pay off) their debt, become bankrupt, financial distress, creditors

4.3

1 cost 2 budget 3 income 4 income 5 budget 6 cost 7 cost

5

1 40 thousand 2 purchases 3 amount of 4 spent

5 of 6 budget 7 13 thousand 8 paid

9 seven thousand 10 on

Test practice

1 Avii 2 Bv 3 Ci 4 Div 5 Evi 6 Fiii

7 and 8 C and D (para, C – they can make it harder for customers to distinguish between products, even when complete information is available (as is often the case with banking services); para. D – Penalties for problems such as bouncing a cheque)

9 (possible) upgrades (para. C – hotels, for example, often don't reveal information about discounts and, along with car hire companies, fail to inform customers about possible upgrades)

10 deny a transaction (para. D – Many credit card issuers, for example, choose not to deny a transaction that would put the cardholder over his or her credit limit; it's more profitable to let the customer overspend and then impose penalties.)

11 short-term offers (para. E – have a long history of luring customers with attractive short-term offers)

12 Life Time Fitness (para. F – In fact one company, Life Time Fitness, has become one of the largest fitness chains in the US by eschewing contracts altogether.)

13 Reward points (para. F – experimenting with less antagonistic ways to retain customers, such as reward points for customers)

Unit 18

1.2

A 3 petty crimes, serious crimes, robbery, car theft

B 2 graffiti, vandalism, juvenile crime

C 1 knife crime / stabbing (getting stabbed), mugging, theft



150

1.3

A family values B respect; pressure; the media C unemployment

1.4

- 1 crime statistics, crime prevention, crime rate
- 2 unsolved crime, organised crime, petty crime, juvenile crime, gun crime
- 3 criminal act, criminal investigation, criminal activity, criminal record, criminal offence
- 4 convicted criminal, petty criminal, hardened criminal, armed criminal

1.5

1 criminals 2 crime; criminal 3 crime 4 criminal 5 criminal 6 crime

2

1 d 2 c 3 b 4 e/f 5 f 6 a

3.1

accept the consequences of accuse the defendant / a criminal/suspect of arrest a suspect for be a victim of be on trial for charge the defendant / a criminal / a suspect with commit a crime convict the defendant / a criminal for punish a criminal for sentence a criminal to

3.2

1 accept the consequences of 2 be arrested for

3 are a victim of 4 charged with

5 commit a crime 6 sentenced to

4

1 prison sentences 2 burglars 3 charged with

4 penalty 5 offence 6 in court 7 re-offend 8 jail

9 deter 10 punished 11 community service

5.1

- 1 hostile it means unfriendly
- 2 compact it describes things that are small in the sense that their parts are close together, e.g. compact car, compact disc
- 3 lenient it is the opposite of severe
- 4 underlying it refers to the hidden causes of something

Test practice

Model answer

Crime is an issue of increasing concern around the world, and more money than ever before is being spent on the detection and punishment of criminal activity. The reasons why people commit crime are countless, but drugs and alcohol, social problems and poverty play a major role. To solve these problems, governments can either focus on draconian punishments, or improve employment opportunities, invest in good housing projects and tackle drug and alcohol abuse, One of the main causes of criminality is the use, sale and trafficking of narcotics. For example, the sale of drugs is organised by armed criminal gangs who illegally traffick drugs and control their business with extreme violence. Drug-related crime does not end there; drug users often steal to fund their habit, resulting in further acts of petty crime. The social problems connected with crime are said to be the result of single-parent families, absent role models and bad living conditions. The children from these broken families often become criminals because they feel alienated from society. Poverty is also a reason behind crime. When unskilled jobs pay so little and prices are so high, it's easy to see why some turn to crime for an

Crime can of, course, be dealt with by toughening criminal laws and introducing longer custodial sentences for persistent criminals, but some of the best ways to deal with crime may be to deal with the social causes. Increasing employment opportunities in poorer areas would improve living standards, which would mean access to affordable housing and education. Government funding for drug and alcohol rehabilitation programmes would help reduce dependency on stimulants and the need for the criminal activity that surrounds them. In conclusion, crime is a major issue, but cracking down on offenders with a harsh penal system is not the only way. These problems can be solved through the government providing jobs and funding which should raise living standards and dramatically reduce crime levels.

Umit 19

1.2

1 B 2 B 3 C 4 C 5 C 6 B



1.3

worldwide phenomenon, media attention, in the public eye, in the headlines, instant celebrities, become famous overnight, tabloid press, paparazzi, making headlines, gossip columns, chief claim to fame, earn fame

2.1

Television and radio: reporter, broadcaster, viewer, series, listener, episode, screen, headlines, journalist, rolling news, live stream, programme

Newspapers and magazines: article, reporter, reader, print, publication, tabloid, publisher, the press, headlines, journalist, online edition, gossip column

2.2

- 1 print 2 online editions 3 rolling news
- 4 live stream 5 reader 6 headlines 7 gossip
- 8 broadcast/shown 9 screen/screens
- 10 broadcasters

3.1

- 1 No (while the public's attitude towards women in politics has evolved considerably, media coverage both on TV and in the press, has failed to keep pace and remains biased)
- 2 Not given (there is no comparison made between newspaper and TV reporting)
- 3 Yes (by treating women unfairly, media reports not only impede the progress of female candidates but also inevitably deter women from taking part in the political process)
- 4 Yes (portraying women as incompetent leaders)
- 5 No (opinion polls that indicate voters would actually support a female candidate.)
- 6 Not given (we are not told what Baxter expected to find in local tabloids)
- 7 No (the coverage in the majority of newspapers is generally tainted with political bias)
- 8 Yes (selecting only one newspaper from each town seems too small a sample to reach any decisive conclusion)

3.2

1 f 2 a 3 b 4 e 5 d 6 c

3.3

Not certain / In doubt: disagree, question, debate, contest, challenge, dispute

True / A fact: state, cite, declare

4

1 prejudiced 2 influential 3 biased 4 subjective

5 impartial

Unit 20

1.1

1 F 2 A 3 D 4 C 5 B 6 E

1.2

Noun	Adjective
figure	figurative
creation	creative
imagination	imaginative
inspiration	inspirational
culture	cultural
originality	original
art	artistic
poetry	poetic
music	musical
fiction	fictional
drama	dramatic
tradition	traditional

1.3

1 a song 2 a play 3 a photograph 4 a film

5 art 6 a talent

1.4

1 exhibit; traditional 2 compose; inspiration

3 shot; dramatic 4 creative; nurture 5 stage; original

2

1 engravings / (visual) images 2 cinema 3 animation

4 echoes 5 dances: hunts 6 death 7 women

3

1 in bad taste 2 have good taste in

3 share the same tastes 4 a matter of taste

5 diverse tastes 6 acquire a taste for 7 suit all tastes

4

- 1 humorous; hilarious 2 spectacular; thrilling
- 3 petrified; terrified 4 monotonous; tedious
- 5 spine-chilling; terrifying 6 abysmal; dismal
- 7 gloomy; joyless

Test practice

- 1 D (Joseph Beuys, for instance, used organic materials like fat or honey)
- 2 C (Hence a goal of the center is to create an archive of videotaped interviews with artists.)
- 3 B (to accommodate materials chosen precisely because of their propensity to decay)
- 4 G ('What really surprised me,' curator Ron Spronk recalled, 'was the vigor and the incredible energy, how laborious these re-workings were and to what length Mondrian went to attain these paintings' serenely abstract works.')
- 5 A (paper and silk discolor and turn brittle; painted surfaces crack and pigments darken or fade; even materials as durable as marble and bronze will change color and texture after prolonged contact with the elements)
- 6 A (In the Oscar Wilde novel The Picture of Dorian Gray, a man remains forever young while his painted portrait acquires the blemishes of his increasingly sinful life.)
- 7 E ('This was an example where a conservator came in and, with the best of intentions and the best of skills, restored something in a way that made it stand out as being not by Rauschenberg')
- 8 D (The problems for the conservator of modern art differ fundamentally from those that concern conservators of old master works, where the goal is to preserve as faithfully as possible the integrity of the original. A hands-off approach is dictated where change is essential to the artist's meaning.)
- 9 C (para. C Anything could be used, from industrial materials to edible materials.)
- 10 B (para. C 'Establishing the center became urgent because these artists are disappearing,' said James Cuno)
- 11 C (para. C It's time to come to terms not only with what these materials are, but why the artist used them.)
- 12 A (para. B 'Our natural inclination is to preserve objects,' explains Henry Lie)
- 13 D (para. G these tools will play a greater role in the preservation of modernism and in how future generations interpret its legacy)

Test four

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1	B (Unit 16)	5	C (Unit 16)	9	C (Unit 17)
2	A (Unit 16)	6	A (Unit 16)	10	D (Unit 17)
3	C (Unit 16)	7	B (Unit 17)	11	B (Unit 17)
4	D (Unit 16)	8	A (Unit 17)	12	C (Unit 17)

13 C (Unit 18)	19 A (Unit 19)	25 A (Unit 20)
14 A (Unit 18)	20 B (Unit 19)	26 B (Unit 20)
15 B (Unit 18)	21 B (Unit 19)	27 A (Unit 20)
16 C (Unit 18)	22 C (Unit 19)	28 D (Unit 20)
17 D (Unit 18)	23 D (Unit 19)	29 C (Unit 20)
18 D (Unit 18)	24 D (Unit 19)	30 A (Unit 20)

Unio 21

1.1

- 1 bilingual 2 translation 3 look 4 spelling
- 5 pronunciation 6 phonemic 7 definitions
- 8 example sentences 9 family 10 grammatical
- 11 informal 12 frequent 13 lists

1.2

- 1 (the first entry) 'action rather than thought or ideas' the [U] uncountable icon tells you this
- 2 (for each entry) the thesaurus
- 3 (the fifth entry) 'a job or business which involves a lot of skill or training' – the countable noun form
- 4 (the third entry) probably not because it is oldfashioned
- 5 (the second entry) common, cruel, standard

1.3

- 1 assumption 2 export 3 occurred
- 4 methodology 5 factor in 6 labour of love

1.4

- 1 legislation 2 correlation 3 pursuit 4 ultimatum
- 5 disproportionate 6 maintenance 7 authoritative
- 8 derived

2.1

1 d 2 a 3 b 4 c

2.2

- 1 High frequency words are the most common. IELTS candidates should be familiar with most of the words in a reading passage. According to Nation, a typical academic text consists of 80% high frequency words, 10% academic words, such as those in Averil Coxhead's Academic Word List, and 10% low frequency words (less common words) and technical words, which are words closely linked to a particular topic but not generally found in other contexts.
- 2 In the IELTS test, candidates will not be expected to know these words. They will be defined by an explanation in the passage or as a footnote.



Answer key

2.3

- 1 pseudoscientific = not done in a scientific way
- 2 glow = to produce a continuous light
- 3 hindrance = something which makes it more difficult to do something
- 4 dermatologist = a doctor who treats skin diseases
- 5 hallucination = when you see something that does not exist; convulsion = uncontrollable muscle movement

2.4

- 1 e (Pseudoscientific claims have no evidence and so can't be scientific.)
- 2 b (Glow must be how healthy skin looks.)
- 3 d (Help looks like the opposite of hindrance.)
- 4 a (It is reasonable to assume that dermatologists are similar to doctors or pharmacists.)
- 5 c (Lead is poisonous so hallucinations and convulsions must be symptoms of lead poisoning.)

Unit 22

1.1

- 1 yield = produce respond = react avenue = method
- 2 pigeons = they
 pictures = ones, those
 the experiment = it
- 3 this strategy = forwards (we learn what the strategy is next) this possibility = backwards (to the strategy that has just been explained)

2.1

A ii

2.2

- B (Deliberate practice entails considerable specific and sustained effort.)
- 2 A (They wanted to make a point about the power of education.)

2.3

1 Not given (We know he helped home-school the children, but we are given no information about whether or not he worked as well.) 2 True (Judit, had become a grandmaster at the age of 15, breaking the previous record by one month)

2.4

- No (the popular assumption that women don't succeed in areas requiring spatial thinking, such as chess)
- 2 Not given (The writer expresses no personal opinion about the training schedule; we are only told it was successful.)

2.5

1 A (However, simply living in a cave doesn't make you a geologist. Not all practice makes perfect. You need a particular kind of practice – deliberate practice – to develop expertise.)

2.6

1 B 2 A

2.7

1 B 2 C

2.8

1 novices 2 concentration

2.9

1 (at) home

2 2000

2.10

1 effort 2 two / 2

2.11

1 B 2 D 3 C 4 A

Unit 23

1.1

Model answer

The chart summarises the weight measurements of people living in Newtown in 2010.

When it comes to weight, the healthiest age group is the 20-to-29 year-olds. More than 70% of the people in this age group are classified as maintaining a healthy weight. Less than five per cent of this age group is considered to be obese or overweight. In fact, a fifth are considered to actually weigh less than is considered healthy.

Just over half of those in their 30s are considered to have an ideal weight. This figure remains fairly constant up to the age of 59. But only 5% of residents in their 60s are considered to be at a healthy weight. The proportion of Newtown inhabitants who are overweight or obese increases steadily with age and more than half of the fifty-somethings are categorised as obese. By the age of 60, more than 80% of the population is considered to be overweight to some degree. Being underweight as a problem is mainly restricted to the youngest age group and those most advanced in age. Overall, it's clear from the chart that in Newtown there seems to be a direct link between age and weight gain.

1.3

1 number 2 percent 3 in 4 to 5 steady 6 of 7 to 8 comparing 9 in 10 in

2.2

now = current existing at present
after = proposed future planned expected
anticipated prospective

2.3

Model answer

The plans show the modifications that a university would like to make to its art gallery. The image on the top shows the art gallery as it is at present and the image below that shows the art gallery once the renovations have been completed.

As can be seen from the first image, the current entrance to the gallery is on the right hand side of the building and visitors pass through a large lobby before entering the gallery itself. One of the proposed changes is to allow entrance on to the main exhibition area, where an existing entrance will be widened. At present, the exhibition rooms are divided into three separate areas. According to the plans, the dividing walls will be removed and one large exhibition space will be created. Art can then be displayed on the walls around the room as well as on a large central wall.

A further major change is to an area on the far left of the building that is used as an office at present. This area is currently divided into small rooms, but will be opened up to create one large exhibition space. In addition, the gallery will gain an education centre. This area will replace the existing lobby, which will also be enlarged to create a more functional space with a large table and seating. If these plans are carried out, then not only will the art gallery increase the exhibition areas but will also gain an educational facility. Relocating the entrance to the gallery will give visitors an immediate view of the main exhibition areas.

3.1

Advantages

local people have more money to spend infrastructure improves boost to the economy increased jobs local government may have more money to spend on environment

Disadvantages

environmental damage
graffiti or littering
erosion from water sports
erosion of local culture and customs
damage to historical monuments
Irrelevant
climate change
expenses associated with travel
places I would like to visit

3.2

1 Although 2 Despite 3 However 4 because of 5 because 6 a 7 -

3.3

1 C 2 A 3 C 4 B

3.4

A

Nowdays Nowadays, the majority of people go abroad for trip. Following this, As a result of this, International international tourism has impacted huge financial profit had a huge financial impact to on a lot of popular places. In this essay, I shall discuss how the tourism effect affects to local inhabitants and the environment and examine the advantages of tourism and as well as the disadvantages.

В

Aviation technology has been developing dramatically dramatically, with the result that tourism has been enormously popular increased enormously in both developed and developing developing countries. Nevertheless, this the issue of whether international tourism is beneficial for our quality of life, especially for local inhabitants and the environment, has become a matter of debate. In my opinion, it is definitely has a definite beneficial impact of on it there their life and the environment for the three main areas reasons.



C

Whether or not tourist places benifit benefit from international tourism is a debatable issue. Some might say that the economic benefits for locals are huge, and that is actually the only thing that counts, while others will say that during the tourist season all tourist destinations are overcrowded, therefore is it is almost impossible to live a normal every-day everyday life there. This These two groups are obviously extrems extremes. So, in my opinion, the real truth is somewhere in the middle.

3.5

Script A is typical of a candidate at band 5. It seems to address the question to a basic level, but if you look carefully you notice that a lot of the words the candidate has used are from the question. This makes it very difficult to judge whether or not they have a wide vocabulary. A candidate cannot achieve a high band simply by copying words down. There are also quite a few mistakes that cause difficulty for the reader.

Script B is typical of a candidate at band 7. In this script there are attempts at higher-level language. Judging it purely on vocabulary, I would say it's more than adequate for the task and it's used effectively and with some precision. The errors in word formation are not common and do not affect the message the candidate is trying to convey. Script C is typical of a candidate at band 8. The candidate uses vocabulary in a fluent and natural way and there is very little that is copied from the question. There are a couple of spelling mistakes but these are rare and may just be slips, for example, the first spelling of benefit. However, the vocabulary is not as accurate or natural as you would expect at the highest band.

3.6

Model answer

Whether or not tourist destinations benefit from international tourism is a debatable issue. To some governments, the local economic benefits are worth the overcrowding and hiked prices of the tourist season. However, there are environmental and social costs and other risks of relying on tourism as a major source of annual income.

Sleepy coastal communities can be changed beyond recognition by mass-market tourism. Package holiday companies operate huge numbers of low-cost flights to high-rise hotels in developing countries every summer.

This means, of course, that easy money can be had servicing this seasonal influx and the government sees increased tax revenue and local employment. However, when the tourist season comes to an end, employment ceases and the area becomes a ghost town. The social cohesion of a small community can also be blighted by the seasonal migration of people to the cities to look for work out of season, leaving only the elderly behind. This is perhaps made worse by second home owners, who drive up house prices beyond the means of local inhabitants. On the other hand, the local community do gain language skills and other fringe benefits of cultural exchange. Such a large volume of travellers every year can cause environmental problems to fragile habitats and historical sites. Age-old stone remains can be worn away and traditional buildings demolished in favour of bland international hotels. Local infrastructure can also fail to cope with large numbers of visitors, leading to pollution and litter. However, over time this can change as the economy improves and tourism becomes more of an established industry. Local government investment in infrastructure should ensure repeat trade and further benefits for the economy.

Overall, tourism can be a good source of income for countries blessed with natural beauty or sites of historical interest. However, governments must ensure that the wishes of local businesses are not put before the needs of the local community and that any revenue generated by tourism is reinvested in the area to protect the local environment.

Unit 24

1.2

a 15 b 42 c 55 d 30 e 80 f 23^{rd} g 22^{nd} h 31^{st} i 26^{ch} i 40^{ch}

1.3

1 7 Eaton Gardens

2 95627705

3 Ecco

21

1 C 2 D 3 A 4 E 5 B

2.2

1 e 2 c 3 f 4 d 5 g 6 b 7 a

3.1

1 j 2 g 3 h 4 f 5 b 6 c 7 i 8 d 9 a

3.2

1 method 2 land 3 manufacture 4 explain 5 draw 6 cause 7 area

4.1

1 E 2 B 3 C

4.2

1 results 2 prove 3 shown; awareness 4 doubtful 5 contradicts 6 measure 7 ability 8 decide

43

1 e 2 i 3 g 4 h 5 b 6 j 7 c 8 d 9 a 10 f

4.4

1 assignment 2 campus 3 tutorial 4 presentation 5 journal 6 study 7 tutor 8 fieldwork

4.5

dissertation, journal, study, campus, case study

5.1

1 tools 2 count 3 trust 4 space

5.2

1 c 2 b 3 i 4 h 5 f 6 e 7 g 8 d 9 j

_ .

5.3 C

Unit 25

1.3

- 1 below band 6 the language is too simple and repetitive. There is no range of connectives, and the candidate does not have a wide enough vocabulary to discuss the topic at length.
- 2 band 8 there is only occasional repetition, and there is less common and more idiomatic vocabulary. There are only occasional inaccuracies and the candidate uses paraphrase effectively.
- 3 band 7 there is some repetition (the word relax), but there are also some positive features of band 8 (e.g. use of uncommon vocabulary).

1.4

1 I usually go to shopping and I see my family and I see my friends and I go to working. (NB Even with the corrections the language is too simple and the answer is not long enough.)

- 2 Erm, let me see, yes, actually, I'm planning on visiting my uncle and his family in Canada. I haven't seen them for about three years now, so I'm really looking forward to do it. He's working in a, as a, well, a type of accountant, in a large multinational accountancy firm. I'm not really sure how to explain it in English, but he's a very important man for in his company. ...
- 3 Well, on Saturdays I would normally get up quite early and doing some exercise, because I'm a bit of a fitness fanatic. Then, after that, I just try to relax as much as I can. I think it's important to relax because relaxing is it's good for the body and it also helps me studying better during the week.

2.2

heal women butcher shoe year paint happy health succeed third talk you're soil explode hand love can't stop pair deny found

3.2

1 That's because 6 What I mean is
2 On top of that 7 Because of that
3 But in spite of all of that 8 that's the reason
4 that's 9 So, I would say

5 When it comes to

4.1

1 G 2 H 3 C 4 F 5 D 6 A 7 E 8 B

TEEL THE

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1	C (Unit 21)	11	C (Unit 22)	21	D (Unit 24)
2	D (Unit 21)	12	B (Unit 22)	22	C (Unit 24)
3	C (Unit 21)	13	A (Unit 23)	23	A (Unit 24)
4	A (Unit 21)	14	C (Unit 23)	24	A (Unit 24)
5	B (Unit 21)	15	C (Unit 23)	25	A (Unit 25)
6	A (Unit 21)	16	B (Unit 23)	26	C (Unit 25)
7	A (Unit 22)	17	D (Unit 23)	27	B (Unit 25)
8	D (Unit 22)	18	A (Unit 23)	28	D (Unit 25)
9	D (Unit 22)	19	A (Unit 24)	29	B (Unit 25)
10	B (Unit 22)	20	B (Unit 24)	30	D (Unit 25)



Recording scripts

Umit 1

Track 02

Speaker 1: I used to live next door to an elderly lady who had about 20 cats! She could never turn away a stray animal – she said she preferred them to people. She'd been born and raised in that house and she'd walk around the garden chatting away happily to all her cats. But, you know, I never saw her speak to a single human being!

Speaker 2: I first met Chris at high school. She sat next to me in one of my classes and we've been inseparable ever since. She made me laugh because she was always bumping into things or tripping over. One day, in biology, she managed to break five test tubes! But I know she's always there for me, and you can never feel miserable around her because she's always smiling.

Speaker 3: I'd like to describe someone I used to work with. He made my job quite difficult because he couldn't work independently at all. The main problem was that, if he had to choose between two or three different options, he just couldn't make his mind up, so I would have to help him or choose for him. I don't know whether he just lacked confidence, but it meant I couldn't get on with my own work and that made me look unreliable, which I'm not at all.

Track 03

You will hear a talk about different ways of learning. First, you will have some time to look at questions 1 to 10.

Now listen carefully and answer questions 1 to 10. Good morning, everyone. The purpose of this series of lectures is to help you to become a better student by making you more aware of the psychology behind the learning process. In the past, people were seen as either intelligent or unintelligent, and this was measured with an IQ test. However, psychologists now recognise that there are many different types of intelligence and these are reflected in your personality. The multiple intelligence theory first came to light in 1983 in Howard Gardner's book Frames of Mind. In it, Gardner listed seven types of intelligence. The first of these is termed 'linguistic', and this describes people who are more interested in the written word and reading. The next kind of intelligence is 'logical', and this is used to describe people whose strengths are in subjects such as maths and science. Then there is 'musical' intelligence, followed by 'kinaesthetic', which relates to the body and movement. After that there is 'visual' intelligence, which describes people who are attracted by or drawn to images. And then the final two intelligences are 'interpersonal' describing someone who is aware of the feelings of others - and 'intrapersonal', which concerns self-awareness. Over the years, researchers have put forward other types of intelligence to add to this list, but these are usually ignored as they tend to be rather complex and less easily defined.

So, how can we use this information in education? Well, these intelligences basically refer to your strengths and weaknesses. Once you have identified these you can build on your strengths by choosing activities that match your intelligence type. For example, a kinaesthetic learner is a typical fidgeter and needs active participation. This means they will struggle to learn from a lecture, Instead, kinaesthetic learners could participate in a game or anything that allows them to play an active role in the lesson.

Visual learners meanwhile, can benefit from visual aids such as making a poster outlining key points.

So, how can you find out what kind of learner you are? Well, you simply need to think about how you prefer to do things in your everyday life. For example, if a visual learner was trying to teach someone how to use a new piece of equipment, they would naturally draw a diagram to show visually how the equipment is used, while a kinaesthetic learner would show how something works by giving a demonstration. Now, other questions you could ask yourself are ...

Unit 2

Track 04

Speaker 1: I think when you're really young, your spare time seems to last an eternity – it just drags on and on. I remember the summer holidays went on for ages and I had so much time on my hands. Then, in next to no time, you're an adult and time seems to speed up. It just goes so fast and there aren't enough hours in the day to get everything done. You feel constantly pressed for time, and spare time becomes this luxury you can't afford anymore!

Speaker 2: There's a saying that 'the past is another country'. I think that's very true for old people like my gran. For her, the past is a country she likes to visit for hours and hours at a time through her memories. She's always telling me that time passes in the blink of an eye and I should make the most of every moment of it. But for young people, the past seems like only an instant ago and they don't want to reflect on it. They just want to go out and have the time of their life! I think that, when you get near the end of it, your life must seem brief and fleeting. Looking back on it helps you feel you've achieved something, helps you feel proud of what you've done.

Track 05

Over the past few years we've been involved in conducting research on an area of the USA known as Lake Coeur D'Alene. Now, long ago, our ancestors came to these shores from Europe. They were the pioneers of the colonial era and felt they had discovered the charms of this lake.

But in fact, if we go back many thousands of years, we find that ancient civilisations dwelt along the shores of the lake, fishing in its blue depths and digging for potatoes near the shore. And I've been working with a group of archaeologists gathering evidence of those prehistoric lakeside dwellers.

In some areas, we've found remnants of ancient villages buried beneath deep layers of sediment. Other areas have yielded only small flecks of charcoal from prehistoric fires.

However, our discoveries mean that the sites will now receive greater formal protection. For example, we've just learned that the area will be placed on the National Register of Historic Places. This is wonderful news. It's vital that we conserve these sites because several of them are on the verge of destruction. They're under attack not only from erosion but also from looters. These thieves steal what they see as antiques in order to sell them. Without protection, this practice will sadly continue. To help with our research, we aim to fully excavate the sites. And we really need to do that as a matter of some urgency. When we do, we will remove any artefacts we manage to uncover and put them into safe storage.

Track 06

It's pretty easy to create your own blog and express yourself that way. But that's in the privacy of your own home. I think people should show their individuality when they're out and about on the street. You know, through things like their car. Cars come in such boring colours they just blend in with everyone else's. I prefer to stand out from the crowd, so I've customised mine. I've had an image of a shark painted down both sides. I think it looks really cool, but my mum refuses to get in it! She'd much rather just fit in with everyone else.

Track 07

One of the main factors in ensuring a harmonious society is that there are clear, established patterns in the way we conduct ourselves. And we expect people to behave according to our accepted standards of behaviour. There are those who observe these social mores religiously, and these people are often labelled 'conservative'. It's actually through such people that our heritage is preserved. But then, gradually, over time, as our society becomes more and more multicultural, there is a blending of these customs and we gradually come to redefine the norm. If we enter a new group, we notice the unwritten rules and social norms of that group. Those who fail to observe these norms are inevitably excluded from that group. Of course, there will always be those who seek to break away from tradition, and to rebel. These people see themselves as unconventional in every sense of the word. They create a counter-culture and they shun mainstream values. However, ironically, in doing so, they inevitably also create their own new code of behaviour with its own set of unwritten rules. For example, becoming a hippy in the 1970s required you to don the accepted casual dress of a hippy rather than the obligatory suit and tie that was standard at that time.

Track 08

1	censured	5	seek	9	crushed
2	coarsen	6	sofa	10	shield
3	sensor	7	furnace	11	rust
4	partial	8	shuttle	12	sip

Unit 4

Track 09

Just as early man made use of the medicinal properties of insects and reptiles to treat common ailments, even using them as a form of pain relief, today's researchers are analysing the proteins that are present in crocodile blood. Scientists are convinced that, because crocodiles have such a long lifespan, they must have a natural ability to combat infection. In ancient times, people never doubted the healing powers of plants and animals. Now, our modern-day world of medical science is beginning to realise just how effective these phytochemicals, chemical compounds that occur naturally in plants, can be. There has already been some success. For example, researchers have already proven that green tea has considerable health benefits. Even more research into phytochemicals is likely in the future, now that funding bodies have begun to recognise the advantages of using alternative therapies. Because of this, several groups of scientists have been able to undertake research.

One group is carrying out research into the use of antioxidants to treat Alzheimer's, a disease that affects the brain. In particular, these scientists are hoping to discover the precise dosage that will allow us to effectively treat this condition without producing toxic side effects.

Meanwhile, researchers have found that if phytochemicals are used in their pure form, our body is unable to readily absorb them. These researchers are using nanotechnology to create a capsule that will release the medication slowly into the body. One final example is in the fight against bacteria. This is a growing problem all over the world as bacteria grow more and more resistant to antibiotics. Medical staff in hospitals are combating these superbugs on a daily basis, and some people are turning to natural remedies such as tea tree oil to deal with the problem.

Unit 5

Track 10

Speaker 1: I'm studying accounting at the moment and I find it really hard to keep motivated sometimes. There are so many facts and figures to learn and the exams are really gruelling so you've got to study hard all the time. I find the only way to do it is to set myself a goal, you know, give myself something to aim for. For me, that's the only thing that helps with the learning process. It doesn't have to be a big thing, it might just be rewarding myself with a night out if I'm successful in a test. I know I'll reap the rewards one day, when I'm qualified. My aim is to be qualified by the time I'm 25.

Speaker 2: I'm working at the moment but I don't like my job so I've decided to further my career by taking a computer course at night. I'm finding it a struggle completing my assignments. I'm lucky, though, because I get on really well with some of the other students and we get together once a week to help each other revise and study for our exams. Some people might find it distracting but for me it helps make the course more sociable and so more enjoyable. It's a pretty dry subject and they're teaching us in a pretty boring way, but I really feel like I'm broadening my knowledge of computers.

Track 11

In the past, people believed that you had to have a degree in order to start a career with good prospects. We used to think that not having a degree would condemn you to a job in the service sector. But now, the job market is extremely competitive and trainees are finding that it is the qualifications they gain through technical courses rather than degree courses that can help make them employable. The fact is that nowadays there are plenty of jobs that offer a living wage and that don't require a degree. Some of these occupations are familiar, for example, a carpenter, creating things for the home. But there are also some new jobs on the list, largely thanks to our interest in the environment. One example would be a solar-panel installer.

In the past, we used to talk about blue-collar and white-collar jobs to differentiate between manual labour and working in an office. Now we might refer to these new jobs as 'chrome-collar' for those working as a technician in various fields or 'green-collar' jobs to do with clean energy or the environment. These new areas are where many of the job vacancies are now, and students who are not academically inclined would do well to pursue one of these new career paths rather than stick to conventional ones.

In fact, government studies have shown that the overwhelming majority of jobs both today and in the future will require some post-secondary education, but not a degree. Vocational or technical education was once considered to be a low-status choice for students. But these courses teach real-life skills and often lead directly to an apprenticeship and then full-time employment. Many also offer on-the-job training. Community colleges are also now attracting more and more students who already have a degree but want to learn a skill or a trade that will help them earn better wages. In general, young people today have a different approach to their career. They no longer see it as a single vocation in the way our grandparents did, but as something that is constantly evolving and that may involve several different fields.

Unit 6

Track 12

Speaker 1: I really don't like it when I'm online and visit a new website and suddenly I'm bombarded with adverts for products I don't want or need. I find those ads really get in the way of my work. Don't they realise how annoying it is? Especially when you see the same image over and over again. I know my young son often gets sidetracked when these images suddenly appear and entice him to 'click here to win \$1million'!

Speaker 2: What I find most annoying is when I'm getting dinner ready, the phone invariably rings and it's someone trying to sell me something. How or why they persist in ringing at that time. I just don't know. It infuriates me and I can't believe they ever manage to sell anything that way.

Track 13

Speaker 3: Yeah, look, it's everywhere, isn't it? There's a street I walk down everyday and the walls are plastered with flyers for new bands and events. They don't remove the old ones - they just put new ones up over the top, so I think people just tend to shut them out and ignore them. I think they're a bit ugly, really. But then sometimes you'll see an ad that helps you escape from where you are. I was stuck in traffic the other day. It was raining and I was feeling pretty down but then I saw a huge ad for some island somewhere and it looked amazing. At least while I was stuck there, I could sit and dream about a better place. And I think that's what ads are all about, aren't they? Selling us an idea of something better. Then on the radio I heard this jingle for a new toothpaste and it's one I've heard a lot and I couldn't get the tune out of my head after that! And then of course there's the issue of sponsorship. I think a lot of sports teams and athletes wouldn't be able to survive now without advertising. And I really can't see the situation changing at all. I guess we just have to learn to live with it.

Track 14

HOUN IT		
advertise	exaggerate	essential
advertising	personal	marketing
advertisement	luxury	pressurise
commercial	articles	brochure
product	possessions	impulsive
irritating	promotional	effective

Unit 7

Track 15

The most memorable place I've ever visited was Bhutan. It's a really amazing place because it's in a very remote, mountainous area. So a lot of the buildings seem really precarious, they're sort of built into the mountainside and seem to just perch there. The accommodation is very traditional and you get the impression that nothing has changed there for hundreds of years. It's a really historic place and very rustic. Of course, that means the accommodation is pretty basic, but the place is altogether so charming that I didn't mind at all. As for the views, they were just spectacular. With the mountains all around it's a very dramatic landscape and the view from my room was breathtaking.

Track 16

This semester, we're going to be looking at the modern aviation industry here in the USA. But today I'd like to take a look at how it all began.

When Orville and Wilbur Wright flew history's first airplane in North Carolina in 1903, the significance of their new invention was of course not yet apparent. Twenty years later, by 1923, the first passenger planes did little to change that. The first of these were provided by some of the airmail services flying mail around the country. The US Post Office Department added a few seats for extra revenue, but their planes were noisy, cold and uncomfortable. They couldn't fly over mountains, so passengers took trains for part of their journey. Another problem was that these planes couldn't carry enough seats to make passenger traffic profitable. So the train was still the way to go. In 1927, Charles Lindbergh's transatlantic flight captured America's imagination. Lindbergh flew in a small airplane for 33 hours from New York to Paris. Baseball games stopped, and radio announcers wept when his safe arrival in Paris was announced. Humans, who had always looked to the sky and stars with wonder, could now cross vast oceans with amazing speed by taking to the skies. By the late 1930s, the airlines carried mail and passengers from coast to coast. The DC-3, a new airplane with powerful engines and an enclosed cabin, cut the cost of flying in half, It made airlines a profitable business. But at a cost of five cents per mile to transport one passenger, air travel was still expensive. Train travel cost only 1.3 cents per passenger mile and was still more comfortable. The average person usually couldn't afford to fly. But a whole class of people, businessmen who put a money value on their time could afford to fly on company expense accounts. And they did, in soaring numbers. Further developments during World War Two sped the development of commercial aviation. Military airfields built during the war were afterwards sold to cities, which were eager to open their own commercial airports. Airplane manufacturers built new airplanes with pressurised and heated cabins. Suddenly, airplanes could fly above bad weather and mountains, where the air and thus the journeys were smoother. In 1940, three million Americans flew. By 1956, 55 million flew. In a country with a population of barely 150 million, large numbers of Americans were seeing the world from the air. By the 1960s, passengers were still mostly business travellers on

expense accounts, who flew on a regular basis. But in the 1970s and 1980s, a few visionary people began to open the skies to the average American with low fares. Since 1938, the federal government had strictly regulated airline fares and routes. In 1978, President Jimmy Carter deregulated the airlines. Airlines could now choose their own routes and fares. Air traffic figures soared from 205 million in 1975 before deregulation ...

Track 17

Employee: Good morning, Havenpool Borough Council. How can I help you?

Mrs Smith: Hello, my name's Jenny Smith and I'm just ringing to report a few problems in my local area.

Employee: Oh, what problems are those?

Mrs Smith: Well, the first one is the shop next door to my house. It's been vacant for about a year now and it's falling into disrepair. Ouite a few of the windows are broken.

Employee: I see. Well, I'm afraid that's not our responsibility here at the council. It would be up to the owner.

Mrs Smith: I understand that, but I've contacted the owner several times and he refuses to do anything about it.

Employee: Right, well, that's a different matter. In that case, you need to talk to the community officer. She deals with issues like that. Her name's Hilary Sharpe. I can put you through to her if you like.

Mrs Smith: Wonderful. Can you spell her name for me? Employee: Yes, it's H.I.L.A.R.Y, Hilary, S.H.A.R.P.E, Sharpe. Mrs Smith: Got that Now before you transfer me, there

Mrs Smith: Got that. Now, before you transfer me, there were a few other problems. The next one's to do with the cliff above South Sands beach. I watched some children playing there the other day and I think it's really dangerous. It needs some sort of warning sign at least.

Employee: Well, that's the sort of thing you need to approach the mayor about. You should talk to Lynne Denton first. That's L.Y. double N.E, and the surname is D.E.N.T.O.N. She's the mayor's secretary.

Mrs Smith: Great, I'll get on to her straight away. Do you have

her phone number?

Employee: Yes, it's 3567, triple 9,4.

Mrs Smith: Got that. Now, the final problem is a road repair. Over the past year, Bramhurst Road has developed big potholes

all over the place. Can anything be done about it?

Employee: I'm afraid we have no control over that. You'd need to talk to John Marsden's office.

Mrs Smith: He's our Member of Parliament, isn't he?

Employee: That's right and you can ...

(Marit 9

Track 18

Speaker 1: I think it's absolutely horrifying the way we treat animals sometimes, especially when it's done for research purposes. I find the images of caged animals being forced to smoke quite distressing. And it's even more outrageous when all this research is done for cosmetics. It's not a subject that I can be objective about, I'm afraid, and I think it's absolutely essential we find a different way of doing this type of research.

Speaker 2: I honestly think we should do a lot more because I think it's vital we try to reduce the number of animals that are endangered. It's something I feel very strongly about. I think it's irresponsible to carry on causing environmental damage that makes animals suffer. One of the things we need to do is stop developments that will affect the habitat of wild animals. I think it's totally appropriate to do that even if it does mean a company might make a loss.

Speaker 3: I haven't really thought much about it, to be honest. I'm pretty impartial when it comes to animals. I'm not a vegetarian so I think it would be hypocritical of me to insist on rights for animals. I know there are plenty of people who find all of that pretty upsetting. But I think it's perfectly acceptable to keep chickens in cages to provide us with eggs, though a friend of mine thinks it's appalling.

Unit 10

Track 19

collision propulsion rotation attraction evaporation erosion condensation penetration illusion persuasion navigation reflection dimension situation magnification explosion corrosion division

Track 20

You will hear a university lecturer giving a talk about teaching physics to children.

First, you will have some time to look at questions 1 to 10.

Now listen carefully and answer questions 1 to 10.

Good afternoon, everyone. Today is our final lecture on teaching science, and I'm going to focus on ways of making science, and in particular physics, fun for children. The concepts of physics can be very difficult for children to understand, but they can also be really exciting. I'm going to describe three different experiments you can use in the classroom to help show children not only how exciting, but also how useful, physics can be.

The first one is based on what's known as the Brazil nut effect. Physicists wondered why large Brazil nuts end up at the top of a jar of mixed nuts. To demonstrate this, you need a jar, a marble and some sand. You put the marble and the sand in the jar and get students to predict what will happen to the marble if they shake the jar. As the marble is denser than the sand, they will make the same assumption as the physicists, that the marble will sink to the bottom. In fact, no matter how much they shake it, the marble will remain at or near the top of the sand. This is because the sand and the marble both move up and down. With each shake, the sand fills in the space below the marble before it falls. I think it always helps to increase interest in science if you can show that it has a real world application. In this case, the scientists realised that if powdered medications of different density are mixed together, they may in fact not mix evenly. So they now take density into account. The second experiment is always fun as it involves a balloon! You also need a pin and some sticky tape. First, you inflate the balloon and then you put sticky tape on it, but don't tell the students you've done this. Now ask the students what makes a balloon burst. Most people assume balloons make a loud bang when the air is released through the hole. However, if you pierce the balloon through the sticky tape, instead of bursting it, the air will leak out quietly and slowly. So it can't be the air escaping that causes the noise. Instead, physics has shown us the loud bang occurs because the hole expands rapidly, forming a catastrophic crack. You can also tell your students, when the balloon does burst open, it does so faster than the speed of sound, so the loud bang you hear is actually a sonic boom! In the real world, this principle is used to test different materials to see how elastic they are and how much stress can be put on them,



The next experiment is called the arm engine, and for this one you need a chair that can swivel or rotate and some small hand weights. This is a great experiment for demonstrating an important principle of energy and momentum. Ask one of your students to sit on the chair holding the weights in their hands. Then get another student to spin the chair as fast as they can. Thanks to the weights, the student sitting in the chair will be able to control their own speed. If they hold the weights out, they will slow down and if they hold them close to their body, making themselves narrower, they will accelerate the speed of their rotation. We can observe this principle in the real world in the sport of ice skating, where the skaters manage to spin incredibly fast by tucking their hands in close to their body. So, as you can see ...

Unit 11

Track 21

Leonardo da Vinci was a renowned artist but he was also a scientist, engineer and inventor. Many of his designs were futuristic at the time and were never built. This was because they were either too costly or impractical since the necessary materials either did not exist at the time or were simply too heavy. Leonardo conceived ideas vastly ahead of his own time, such as a helicopter, the use of solar power and a calculator. The source of all this information and the reason we know so much about Leonardo and his work is the legacy he left behind. Leonardo followed his grandfather's habit of keeping a journal. He used his journals to diligently record his observations and, fortunately for us, diagrams of his inventions, such as those of a flying machine.

As well as his drawings, Leonardo constructed models. He used these to demonstrate many of his ideas, such as how better access could be obtained in mountainous areas by creating a tunnel. Leonardo was a master of mechanical principles. He also demonstrated how to lift great weights by means of levers and pulleys, and ways of cleaning harbours by using a pump to suck up water from great depths.

Because Leonardo's inventions date from an era before the issue of patents, it is impossible to say with any certainty how many of his inventions passed into general and practical use. Among those inventions that he is credited with are the strut bridge, the machine for testing the tensile strength of wire and even our modern day scissors.

He also invented many types of war machine. One of his many notebooks contains drawings of a tank. Although the drawing itself looks quite finished, the mechanics were apparently not fully developed because, if it was built as it was drawn, the tank might be able to rotate on the spot, but it would never progress forwards.

Track 22

technology communication downloads technological information entertainment advances overload wireless

Track 23

communication technology technological advances information overload illegal downloads entertainment industry wireless connection

Unit 12

Track 24

When I was about 11, boots with really high heels were all the rage. I begged and begged my mum to get me some but she refused. I remember how upset I was, but within a month there was some other must-have item and the boots went out of fashion. That taught me how fickle the world of fashion can be. I wouldn't say I'm fashion-conscious at all now, though a few of my friends are. It's not that they are real trendsetters or anything, it's just that I don't pay as much attention to it as they do. They always seem to know what's in fashion, and they spend just about all their money on the latest trend. They just don't seem to realise that it's just a passing trend and it'll soon be considered out-of-date. That's why I prefer classical styles, which aren't really affected by fashion trends.

Unit 13

Track 25

Speaker 1: I moved here about two years ago. Although I love the peace and tranquillity of the area where I grew up. I wanted to be an interior designer and there are very limited opportunities for that type of work there. So I really had no choice but to become an urbanite! I have to say I do miss the fresh air, though. But living in the country can have its disadvantages, too. I only have to walk down the street now to my local supermarket, which is really convenient, but where my parents live you have to travel for several hours to get to the nearest shops.

Speaker 2: I came here after I graduated from university, I've always wanted to be a vet, but city vets really only deal with pets and I wanted to work with larger farm animals. It's really interesting work but, because all the properties are so spread out, it's easy to feel isolated at times. That's why it can be tough for children out here. They don't have a lot of choice when it comes to education. They either have to go to boarding school or be schooled at home. Having said that, they have a lot more freedom here because it's a really safe environment for them, I love my life here now, and I don't miss the city at all.

Track 26

A megacity is usually defined as a metropolitan area with a total population in excess of ten million people. Some definitions also set a minimum level for population density with a figure of at least two thousand inhabitants per square kilometre. A megacity can be a single metropolitan area or two or more areas that converge or join together. This is sometimes referred to as a metropolis.

Looking right back through history, for almost a thousand years Rome was the largest, wealthiest and most politically important city in Europe. Rome's population passed a million by the end of the first century BC. However, during the Early Middle Ages, its population declined to a mere 20 thousand. By this time, what had been a sprawling city was reduced to groups of inhabited buildings spread out among large areas of ruins.

In 1800, only three per cent of the world's population lived in cities. But this figure had risen to 47 per cent by the end of the twentieth century. In 1950, New York City was the only urban area with a population of over ten million. And there were 83 cities with populations exceeding one million. However, by

2007, this number had risen to 468. If the trend continues, the world's urban population will double every 38 years. The UN has predicted that today's urban population of 3.2 billion will rise to nearly five billion by 2030, when three out of five people will live in cities.

In the 2000s, the largest megacity was the Greater Tokyo Area. The population of this metropolis includes areas such as Yokohama and Kawasaki, and is estimated to be between 35 and 36 million. This variation in estimates can be accounted for by different definitions of what the area encompasses. A characteristic issue of megacities is the difficulty in defining their outer limits. At present, one billion people, or one-sixth of the world's population, now live in shanty towns. In many poor countries, overpopulated slums have high rates of disease due to unsanitary conditions. The UN estimates that by 2030, over two billion people in the world will be living in slums.

Track 27

You will hear a conversation between an estate agent and a woman who is looking for accommodation.

First, you will have some time to look at questions 1 to 4.

...

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.

Woman: Hello, I wonder if you could help me. I'm moving to Liverpool next month and I've got a job at the children's hospital, so I need to find accommodation near there.

Man: Yes, of course.

The woman is looking for accommodation close to the hospital, so 'hospital' has been written in the space.

Now, we shall begin. You should answer the questions as you listen because you will not hear the recording a second time.

Listen carefully and answer questions 1 to 4.

Woman: Hello, I wonder if you could help me. I'm moving to Liverpool next month and I've got a job at the children's hospital, so I need to find accommodation near there.

Man: Yes, of course. Now, the hospital you're talking about has some very nice suburbs nearby. The first one I'd recommend you look at is called Broadgreen.

Woman: Right, can you tell me a bit about the area itself? I have a car but I'm not a confident driver and I'd rather use other forms of transport as much as I can.

Man: Well, this area has a very good bus service and a train service as well, so it's really convenient as far as that's concerned. Woman: Good. I'd like to use public transport when I can. Now, I come from London and parking can be a real problem there. Is that the same here?

Man: Yeah, my sister lives in London and she has to pay for parking in her own street! You'll be glad to hear we don't have that problem here.

Woman: That's great. I'm hoping the cost of living here will be a lot less than in London. What are the rents like? We pay over £200 a week on average, and that's in a cheaper area of London. Man: Wow, well, you'll be glad to know the average weekly rent here is around £120. So you'll be saving around half what you have been paying.

Woman: That's great! There has to be some downside to it, it's sounding too good to be true. I'll bet there's a lot of crime in the area or something.

Man: Not at all. Though some people do find they have to travel a bit to get their groceries. The area could do with a few more shops.

Woman: Well, that doesn't sound so bad.

Before you hear the rest of the conversation, you will have some time to look at questions 5 to 10.

Now listen carefully and answer questions 5 to 10.

Woman: So, is there any other area I should look at as well? Man: Yes, I'd recommend West Derby. It will be closer to work for you.

Woman: That sounds good.

Man: Yes, and if you have children, it also has very good schools. Woman: That's not an issue for me. I live on my own so I'm only looking for cheap, single accommodation. Something like a flat. Man: Hmm, that may be a problem here then because this area has mostly larger houses. You'd probably be able to share one with other people who want to rent, though.

Woman: No, I'm only interested in flats at the moment, so I may be disappointed there,

Man: Yes. It's a lovely quiet area but the accommodation can be on the expensive side.

Woman: Well, I think I'd still like to have a look at both areas.

Man: We actually have an office in West Derby, and the guy who works there is a really good friend of mine. He'll be a great help.

Woman: Can you give me his contact details?

Man: Yes, His name is John Godfrey. That's G.O.D.F.R.E.Y. Woman: Right, I've got that, and what's the best telephone number to reach him on?

Man: Well, I'll give you his mobile number. It's 0742, triple 6, 3951. Woman: Great, is there a good time to call him? I'm here for a whole week until next Wednesday.

Man: I'm sure he'll be able to see you on Saturday. He's away from tomorrow until Friday, though.

Woman: That should be fine. I'll give him a call. Thanks for all your help!

Unit 14

Track 28

- One way of tackling this problem is to make sure that children are educated about healthy eating habits.
- 2 We could overcome the difficulties raised by this issue if all governments agree to limit emissions of harmful gases.
- 3 If we wish to remedy this situation, we must first ensure that there is sufficient affordable accommodation.
- 4 To prevent a catastrophe of global proportions, we need to find a way to reach a compromise between meeting our energy needs and living in an environmentally sustainable way.
- 5 We could resolve this issue by making sure that farmers follow very strict guidelines and that food grown this way is carefully monitored.



Track 29

Agriculture is extremely vulnerable to climate change. Changes in our climate bring about higher temperatures, which in turn inevitably result in reduced yields of desirable crops. Of course, not everything is depleted, and these harsh conditions encourage the growth of weeds and also allow pests to proliferate. This inevitably leads to a greater use of chemical pesticides by farmers. The poor quality of our soil stems from this.

Climate change also produces more extreme weather patterns. These can range from long stretches of drought, and also, conversely, extremely heavy rain, which can cause floods. The destruction of food crops can result from both a lack or a surfeit of water.

Certain human activities also have a negative impact on agriculture. Firstly, farming practices themselves can be damaging. The use of heavy machinery like tractors can compact the soil. This means that, rather than soaking into the ground, rainwater runs off it, carrying the soil with it, and so leads to an increase in erosion. Soil erosion can be prevented if there is enough vegetation. So clearly, overgrazing by cattle, which removes the vegetation, leads to a loss of soil.

Urban development due to an increased population also takes its toll as trees are cleared to make way for houses. Deforestation is one of the main causes of soil degradation in the world today. It seems that housing our growing population comes at the cost of providing much needed food. So it is not surprising that farmers are turning to genetically modified crops to try to boost productivity and grow crops in more ecologically healthy fields, while allowing more efficient use of resources. This technology means that farmers can grow crops that are resistant to disease or pests, so fewer chemicals are used.

Track 30

You will hear two university lecturers discussing an article about genetically modified crops.

First, you will have some time to look at questions 1 to 7.

Now listen carefully and answer questions 1 to 7. John: Hi, Sarah.

Sarah: Hi, John. Did you see that article in Nature magazine about genetically modified crops?

John: Yeah, I've just read it. Some of the research results were pretty incredible.

Sarah: They've made some amazing advances, haven't they? John: What I was impressed with was the fact that the emphasis has gone from increased profits to more environmental issues. Sarah: That's right – take the research on the maize crop they mentioned. It was described as being wildlife-friendly, wasn't it? John: Yeah, it's good to see GM crops that won't have a detrimental effect on nearby livestock.

Sarah: The research on the GM soya bean crop was promising as well. Apparently, it's designed to be resistant to weeds, so farmers don't need to spray any nasty chemicals to remove them.

John: Which is great because for something like wheat, this can drive down the cost of food and improve the quality of the water supply as well.

Sarah: And it's not just weeds these new GM crops can guard against. I was interested to read what they're doing with potato crops. John: Mmm. It said they're aiming to introduce an antifreeze that's found naturally in fish into the potato crops so that they can withstand extreme temperatures. That'd be a huge advantage for remote areas that struggle through harsh winter conditions.

Sarah: I agree. Another GM crop that could help poorer areas is the rice crop they're developing. It's such a staple food in many areas and the plan is to create a crop that contains a richer supply of nutrients.

John: Yes, in particular they're trying to produce a rice crop that'll supply high levels of vitamin A.

Sarah: But these crops can have other uses beyond basic nutrition. Did you read about their planned use for tomatoes? John: Yes, that was amazing. They plan to use tomatoes to transport medicines, don't they?

Sarah: Yeah, that's right. Transporting vaccines isn't easy because they're so fragile. So they're hoping to make an edible vaccine using tomatoes, that'll be easier to ship, store and even administer to patients. It's a really good example of the uses other than food that GM crops can have. Like the poplar trees. John: Oh, yes, the GM poplar trees they're working on should really do a lot to persuade people just how good this type of biotechnology can be.

Sarah: That's right. I mean, imagine, they're creating a tree that can soak up contaminants like heavy metals right out of the soil. A tree like that could totally eradicate our environmental problems.

Before you hear the rest of the conversation, you will have some time to look at questions 8 to 10.

120

Now listen carefully and answer questions 8 to 10.

John: I think articles like this can be very useful to show the general public that biotechnology shouldn't be feared.

Sarah: Yes, this article certainly covered just about every new crop under development. It's good to have the very latest information. Things have changed a great deal over the last few years.

John: That's right. It could have been a little more balanced in its approach though, don't you think?

Sarah: I suppose there was only one side presented. People do need to have all of the facts and this article didn't really provide them, did it?

John: No, but it did provide a very convincing argument for GM crops. It mentioned all of the main benefits, such as increased crop yields.

Sarah: Yes, but there was a particular emphasis on pesticide use and the impact this will have on farmers. In many countries, pesticides are sprayed manually, and over time can be very harmful to the users.

John: That's right, and it's a far more important impact to focus on than increased profits.

Sarah: But I do think the public has a right to know about the potential problems of GM crops as well. Many scientists still have concerns.

John: Well, there is the concern that these crops will spread uncontrollably and affect natural crops.

Sarah: Mmm, but I'm more concerned about the studies showing children may develop a severe allergic reaction to these foods.

John: That's something that definitely needs to be researched thoroughly. Tests they've done so far on rats have shown that we can't really predict what impact these foods will have in the long term.

Sarah: I think there's a long way to go yet.

Unit 16

Track 31

Anne: Hi, Pete, have you read this article about the solar farm they're planning to build?

Pete: No, where's that?

Anne: It says they're planning to build large-scale solar farms in Africa.

Pete: Oh. That sounds like a good idea. The only problem with alternative energy sources is that they don't seem to be able to produce enough to meet all our energy needs. I mean, hydroelectric dams have been around for a long time now but they only produce 19% of the world's energy.

Anne: Well, I suppose it all helps, and this plant will supposedly provide up to 15% of Europe's energy needs by 2050.

Pete: Europe? How will they get the electricity there?

Anne: They're going to use undersea cables to carry it there.

Pete: Well, that's a good idea, I suppose. I mean, one of the main criticisms of things like wind farms is how visible the wind turbines are.

Anne: Yeah, I know. People often complain about the noise they make, too, but that isn't an issue with solar power.

Pete: No, but that reminds me. I saw a documentary at the weekend about renewable energy in Scotland.

Anne: Really? Not exactly the perfect spot for a solar farm.

Pete: No, not solar energy, wave energy. They reckon coastal waters could provide up to ten times Scotland's annual electricity usage.

Anne: Wow, that would make them self-sufficient. It's certainly an interesting proposal, and if they generate that much electricity, it would be a remarkable achievement. And it should appeal to the public more than having a nuclear power plant on their doorstep.

Track 32

Mining in Australia probably started with the arrival of Aborigines around 40,000 years ago. Aborigines mined for ochre, a naturally occurring coloured clay which they used for decoration.

'Modern' Australian mining followed the arrival of European settlers in 1788. At first, this mining was limited to the quarrying and shaping of local sandstone, which they used for the first buildings at Sydney Cove.

Coal wasn't found until 1791, when some convicts managed to escape and got as far as Newcastle. The coal industry began in 1798, when ship owners gathered surface coal at Newcastle and brought it to Sydney for sale. Export of Newcastle coal began in the following year with a shipment to India.

Lead was the first metal mined in Australia, on the outskirts of Adelaide in 1841. Lead is one of the oldest metals known to humans. It's relatively simple to extract and it's extremely malleable, so it's easy to shape or flatten into sheets. Lead is usually found in ore, which is the name given to rock that we can extract metal from. It's extracted by a process known as smelting, where the rock, or ore, is heated to extremely high temperatures.

Of course, precious metals and precious stones are the natural resources that most people go in search of in the hope of striking it rich. In 1849, many Australians migrated to the United States during the gold rush. In a bid to stop this, the New South Wales Government decided to offer incentives for Australians to find gold in their own country.

But it is opals rather than gold or diamonds that Australia became famous for. The largest site was discovered in 1915 by a 14-year-old boy. He was with a group of gold diggers. The boy had been sent to look for water when he made the discovery of what was to become the world's largest and most productive opal field at Coober Pedy.

Track 33

alternative	emission	energy
neutral	carbon	battery
efficient	sustainable	recyclable
consumption	renewable	rechargeable

Unit 17

Track 34

Speaker 3: I was promoted last year to head of department. I'm in charge of all of our overseas operations now. It's a golden opportunity for me. It means a lot more responsibility, but I'm hoping it'll also give me a chance to make a name for myself in the industry. One of the projects I took on recently involved setting up a new office in China so we can break into that market. It's a big investment in terms of time and capital, but I think it's a calculated risk and it should pay off over time. Because it is a risk, we decided to amalgamate with a Chinese company, I was involved in the negotiations and drawing up the contracts for it. The other company was looking for an exporter and we were looking for a local manufacturer, so it's a win-win situation, really. Speaker 2: Running a company this size is never an easy task, and it's only through sheer hard work and determination we've become the household name we are today. I employ over 2,000 staff, but I take a hands-on approach to management and so I keep track of how things are going in just about every department. Things aren't running very smoothly in our domestic sales at the moment. The main problem seems to be the supervisor, who I appointed myself. It was a promotion for him and he seemed ready to take on the extra responsibility. He certainly knows all the tricks of the trade, but his department is barely breaking even. In terms of his own management style, he certainly seems to communicate well with his team, and holds regular meetings. But just this month they missed an important deadline and cost us an important client. He just doesn't seem to be able to get the best out of his staff and the bottom line is, we're running a business here and we need to be profitable. If things don't improve soon, I'll be forced to make cutbacks in that department.



Track 35

Speaker A: That's a very good question. I think every country has a different idea of how old a child is when they can be held responsible for their actions. If they're really young, in their preteens, then I would say the parents are responsible. Very young children only get involved in crime if they are left alone without any supervision. Nowadays, a lot of families are too busy to worry about these things and I think family values are lost in the process. The children might only start with petty crimes but, if they fall in with the wrong crowd and become a delinquent, then this can escalate to more serious crimes like robbery or car theft. If you get a criminal record as a child, it can affect your whole life. Speaker B: I think each older generation looks at the younger generation and criticises it for being badly behaved. But I do think it's true that, nowadays, people generally have less and less respect for the rules of society. You only need to look around the streets to see all the graffiti and vandalism. I think that there's also been an increase in juvenile crime. Partly I think this is through peer pressure - young people are very much influenced by what their friends think of them, and it's become cool to act like a gangster. I think the main problem, though, is the media, It cultivates that image and it becomes normal for children to see violent behaviour.

Speaker C: I go out on my own in the day quite often but I would very rarely do it at night. In the area where I live, the crime rate has increased significantly in the past few years. There seems to be a lot more criminal activity these days so I think it's a lot safer to go out in a group. There's no knife crime or anything like that. I'm not afraid of getting stabbed, it's more muggings, you know, when people grab your bag, stuff like that. I think it's because of the rising unemployment. People just don't have enough money. I suppose that's why some of them turn to theft.

Track 36

I was recently in charge of a government-funded study looking into the impact that prison sentences have on criminals. For our study, we found 96 pairs of convicted burglars and 406 pairs of offenders who had been charged with assault. One member of each pair had been given a prison sentence for their crimes, while the other had received some form of non-custodial penalty. The offenders involved were exactly matched according to the type of offence they had committed, their prior prison experience and the number of prior appearances in court they had had. The findings of our study were interesting. Our research team found that offenders who were given a prison sentence were slightly more likely to re-offend than those who did not go to jail. In fact, these results are consistent with a growing body of evidence suggesting that prison either does nothing to deter offenders or actually increases the risk of re-offending. In other words, prisons may help to increase criminal activity. So, what should we conclude from this? Well, it doesn't mean we should abandon our prisons altogether and set all the prisoners free. Far from it, a prison sentence can be justified on other grounds. For example, the majority of us would agree that criminals, especially dangerous ones, should be punished. But what this study does seem to indicate is that sending people convicted of relatively minor offences to prison is no more effective in changing their behaviour than sentencing them to some form of community service.

Unit 19

Track 37

Vickie: Hi. Paul. How are you?

Paul: Hi, Vickie, I'm fine, just a bit tired. I stayed up late last night watching that new reality TV show. It's a bit like Big Brother.

Vickie: Oh, you didn't watch that rubbish, did you? It's just a bunch of people, stuck in a house, doing nothing!

Paul: No, it isn't. I love it.

Vickie: I have to admit that I did use to like that kind of thing when it was new. It's strange to think people are still watching the same shows a decade on.

Paul: Well, actually, it's still pretty much a worldwide phenomenon.

Vickie: Well, I can't say it's a phenomenon that I like very much. It seems to me that those shows just feed this insatiable appetite everyone seems to have for media attention.

Paul: You're probably right there. I mean, you wouldn't sign up for those shows if you didn't want to be in the public eye.

Vickie: That's right. Everyone seems to want to be a celebrity these days.

Paul: And the media encourage that, in a way, because once those shows start, the people in them are always in the headlines. Vickie: I know, and it just increases the hype around the show and turns these ordinary people into instant celebrities. They become famous overnight.

Paul: You're right. But I suppose there's a lot of demand for gossip about celebrities these days, especially in the tabloid press. I guess all the media is doing is supplying that demand.

Vickie: But some journalists go to ridiculous lengths to get their story.

Paul: I agree with you there, but I think you're talking more about the paparazzi than serious journalists.

Vickie: Yeah, they can create really dangerous situations just trying to get a photograph of whoever's making headlines at the moment.

Paul: I know, it's all a bit silly when you realise they're only doing it to fill the gossip columns.

Vickie: But I don't want to read about these nobodies whose chief claim to fame is that they were on a reality TV show. I want to read about people with real talent who've actually earned their fame because they are different from the rest of us.

Paul: Hmm, that doesn't bother me so much. Maybe we need to rethink what fame is!

Unit 20

Track 38

Welcome to the Ipswich Arts Festival. This recording will help you find your way around this year's festival, the twentieth we've held here in Trafalgar Park. If you look at your map, you will see the entrance to the festival is on Trafalgar Road. Directly opposite the entrance, you'll see our beautiful fountain, and to the left of this you'll find this year's sculpture garden in among the bushes and trees, It's a lovely setting to stroll around and admire the skill of the sculptors who have carved their artwork out of both wood and stone. If you follow the path through the middle of the park, you'll reach the catering village, where you can buy food and drinks. Just past there is an area between the catering village and the toilets where you'll find a display of paintings all

done by local artists. There's a wide range of wonderful paintings from portraits to local landscapes. This year, we have a special exhibition of work by amateur artists from our town. If you then go back past the catering village, on the left is this year's craft market. This is always a popular area of the festival, where you can admire the craftwork of our talented exhibitors.

As always, we have live bands playing throughout the festival. There will be a range of music to suit all tastes from classical to jazz and rock, so please consult your programme to find out when your favourite musicians will be performing on stage. The stage is just to the right of the entrance. As well as live music, we also have a special section for literature lovers this year. You'll be able to listen to a variety of authors reading from their latest works, and it's wonderful to hear the writers bring their own words to life. From the stage, go along the path towards the toilets at the bottom left of the map. Carry on round, keeping the toilets on your left and you will see the author area on your right. In the very top left hand corner of your map, you'll see another set of toilets, and the information booth nearby. Right next to the information booth, you'll be able to enjoy our 'theatre in the park' performances. Our very talented and professional group of actors will be performing extracts from classical and modern plays. These will take place each evening from five till eight, so don't miss out.

Unit 24

Track 39

- a We have a larger group today and we are expecting about 15 people altogether.
- b It's room number 42.
- c My husband will be 55 next year.
- d It costs 50 dollars but I've only got 30.
- e There are a hundred people coming and we've only got 80 chairs so we need to order 20 more.
- f Your flight is on July the 23rd.
- g That won't do, I have a meeting on the 22nd.
- h I'm afraid she won't be back in the office until the 31".
- i I ran in our local half marathon at the weekend and came 26th!
- j I need to organise a celebration for my sister's 40th birthday.

Track 40

- 1 Peter: Oh, I suppose you'll be needing my address? It's seven Eaton Gardens, Hamilton.
 - Woman: Is that E.A.T.E.N?
 - Peter: No, it's O.N.
- 2 Salesman: And I'll need a contact telephone number for you Mrs Smith. I've got your mobile number here, it's zero, four, five, triple six, nine, seven, five, two.
 - Mrs Smith: That's correct, but I'm having a few problems with my mobile at the moment so I'll give you my home phone number. It's nine, five, six, two, double seven, oh, five.
- 3 Hotel receptionist: Now, breakfast is included in the cost of your stay and you have a choice of a full buffet breakfast or, for those who prefer a lighter option, we also offer a continental breakfast. So, if you wake up with a large appetite then you need to go our Ecco restaurant. That's E, double C, O. And if you want a smaller meal with a lovely view, then please join us at our Koffee Club, and that's Koffee with a K!

Track 41

- 1 It's very picturesque.
- 2 It has good rail links.
- 3 It's pretty strenuous work,
- 4 The hours are pretty flexible.
- 5 The area is barely adequate.

Track 42

- 1 We couldn't decide what approach to take so we searched for a precedent in the archive.
- 2 The field was unusual in its rich assemblage of archaeological finds.
- 3 The album's binding was fashioned from the finest Italian leather.
- 4 A jury should not interpret the silence of a defendant as a sign of guilt.
- 5 The book was heavily illustrated with stylised motifs.
- 6 Flammable toys like these are extremely dangerous, posing a significant risk to child safety.
- 7 In the fiercely competitive sphere of professional football, rules are frequently broken.

Track 43

John: Hi Anne, have you found a topic for your dissertation yet? Anne: Oh, Hi John. Not really, but I just saw this amazing article about animal intelligence.

John: Oh, is it the one in the Animal Psychology journal with the monkeys? I read it too, it's a fascinating area.

Anne: Isn't it? It looks like there's a lot of new research coming out. I mean, we're always told 'it's commonly known that animals show intelligence when they use tools', but did you see the findings on the elephants at Bronx Zoo?

John: Yes I did, they put a mirror in their enclosure and the elephants, not only looked at themselves, but the research team were able to establish that the animals knew they were looking at their own image and clearly showed recognition.

Anne: I know. It says here that no other animal apart from humans has demonstrated that kind of consciousness. Not even monkeys.

John: Well it sounds to me like this could be just the dissertation topic you wanted.

Anne: It does sound good doesn't it. I'd particularly like to look into the study on capuchin monkeys. They sound like real characters.

John: I know, but I'm not sure I'd like to have them on campus. Did you see they even managed to escape from their cage? Anne: Yes, wasn't it great? And to think, a lot of people are still sceptical about animal intelligence. The standard criticism is that animals only really perform tricks because they've been taught to receive food rewards.

John: Well, the monkey case study certainly disproves that theory! Anyway, these are far more than tricks, in some cases it's about natural instincts and survival for these animals.

Anne: Yes, they said that in the bit about the scrub jay in North America. They prey on small animals and store them away. And they can also gauge how long they can keep the food until it's not safe to eat any more.

John: So, it basically has a planning capability. It's amazing to think an animal can determine its potential food supply like that, isn't it? Hey, your dissertation topic sounds more interesting than mine!



Recording scripts

Track 44

Good morning everyone. In this opening part of the presentation I'll cover the recent work that the Biology department has been involved in based on animal intelligence. First I'll give you a bit of basic background. In 2001, we focused on monkeys and their capability to either fashion crude tools or take advantage of naturally occurring ones. Then in 2007, we turned our thoughts to higher-level thinking and, in particular, numeracy. We conducted a significant piece of research to find out whether birds are in fact able to count. The findings amazed everyone and caused quite a stir around the world. This helped to spur us on and allowed us to expand the department, making it the world-class facility it is today.

However, it's not without its drawbacks and there are several difficulties that are peculiar to this type of study. Firstly, this type of research is generally prolonged as we have to spend extensive periods gaining the animals' trust. In terms of resources, it can also be very costly to run as we need to employ a large number of supplementary staff to assist us for the length of the study. And finally, there is the question of the physical facilities themselves. We often have to try to find more space just to simply house the animals, which can be quite an arduous chore!

Which leads me to our present study, and the one we are going to look at today. Our subject this time, is elephants! We knew there was simply no way of accommodating them on campus so I have

been carrying out fieldwork at the Bronx Zoo ...

Wordlist

Unit 1

Noun

/.ædəl'esənt/ adolescent /,kærakta'ristik/ characteristic /treit/ trait

Adjective

/.æpri'hensiv/ apprehensive /əˈsɜːtɪv/ assertive /'klamzi/ clumsy /'smikal/ cynical /di'zararabal/ desirable /ikisentrik/ eccentric /.i:gau'tistikal/ egotistical /'galibəl/ gullible /ai'diəlaizd/ idealised /.inkon'sidorot/ inconsiderate **Indecisive** /.indi'saisiv/ /selfa' fo:d/ self-assured /selfəb'zə:bd/ self-absorbed /.self'sented/ self-centred self-congratulatory /selfkon,gnetfu'lettori/ /self'deprokeitin/ self-deprecating self-important //self im'portant/ /'tæktfal/ tactful /wela'd3Astid/ well-adjusted /,wel'bred/ well-bred /welbrost 'AD/ well-brought-up /wel'drest/

Unit 2

well-dressed

Noun

/'1919/ era /ne]:ul'ev:i,\ evolution finds /famdz/ /ein'eigq./ pioneer /'remponts/ remnants /'retraspekt/ retrospect /.steitəs'kwəu/ status quo /træn'zi (ən/ transition /trend/ trend

Adjective

/ə'brʌpt/ abrupt /"bargon/ bygone /'fli:tin/ fleeting /t'mens/ immense /.infini'tesimal/ infinitesimal /'mpdarat/ moderate /,pipri'odik/ periodic

/pri:'si:dm/ preceding /.pri:hr'storik/ prehistoric /pro'faund/ profound /'ræptd/ rapid /'topikal/ topical /trr/mendas/ tremendous /'ta:bjələnt/ turbulent

Phrase

/,prest fo 'taim/ pressed for time have the time of /hæv ðo .taim ov jo: your life /hæv 'taım on jo: have time on your .hændz/ hands /in ,nekst to 'nou in next to no time taim/ /m de ,blink ev in the blink of æn 'ai/ an eye

there aren't enough /oeo , a:nt 1,nAf , aooz in do 'dei/ hours in the day /,taim gooz soo time goes so fast 'fa:st/

Verb

/'ekskovert/ excavate

Unit 3

Noun

behaviour /br'hervia/ /,demo'græfiks/ demographics /heritidg/ heritage /,interlækfen/ interaction /mar'npreti/ minority /mo:m/ norm /pra/ peer /'prefa/ pressure /'segmant/ segment /'stændod/ standard /'stertos/ status

Adjective

/,ænti'səufəl/ anti-social /kən'sa:vəttv/ conservative /kən'venfənəl/ conventional /ha:'mounios/ harmonious /,influ'enfel/ influential multicultural /:malti'kaltforol/ /sə'ba:bən/ suburban /, Ankan'ven (anal/ unconventional

Phrase

/,folou ok,septid follow accepted bi'heivia/ behaviour

/Jan ,meinstriem shun mainstream 'væliu:z/ values Verb /kan'fa:m/ conform /rks'klund/ exclude /floint/ flaunt /albei/ obev

/skju:/

Unit 4

Noun

skew

/'kæpsiu:l/ capsule /,ka:bən dar'nksaid/ carbon dioxide /'kpmpaund/ compound /'kontsikwentsiz/ consequences /daus/ dose /i'mij'ənz/ emissions /tk'spouge/ exposure /'fu:d t fein/ food chain /m'fek[ən/ infection interaction /,inter'ækfen/ /'pestisaid/ pesticide /'proutien / protein /ri'æk fən/ reaction side effects /'said (,fekts/

Adjective

/bæk'trarial/ bacterial /kən'teidxəs/ contagious /kən'tæmmertid/ contaminated /kontro'va:fol/ controversial /'kru:fol/ crucial /i'senfal/ essential /'næt faral/ natural /or'gænik/ organic /petrau'kemikalz/ petrochemicals

Verb

/abtzatb/ absorb /kan'tæmment/ contaminate /rt'lies/ release

Umit 5

Noun

/ə'kauntın/ accounting /a'prentifip/ apprenticeship /kən,septfuəlar'zerfən/ conceptualisation

/kən'sıstənsi/ consistency establishment /r'stæblifmant/ /,fo:mjo'lerfan/ formulation /har'pp@bsis/ hypothesis /,inkan'sistansi/ inconsistency insignificance interpretation /tek'nifən/ technician P0ranst/ theorist vocation

Adjective

analytical blue-collar conceptual hypothetical indicative

/,ænal'itikal/. /,blu: 'knla/ /kan'sept fual/ /hampa'@etrkal/ /m'dikətiy/

Phrase

a process of trial and error give yourself

something to aim for

make a concerted effort

set yourself a goal

/,insig'nifikons/ /in.ts:pri'terfon/ /voo'kerfon/

le prouses ov tratal

and 'era/ /,grv jorself ,sam0m tu: 'eim fo:/

/,merk a ,kansa:tid

/,set jo:self a 'gaul'

Umit 6

Noun

/bilboid/ billboard /brændin/ branding /di'stribjete/ distributor flyer /flara/ /'qımık/ gimmick jingle /'dgmgol/ /,mænjə'fækt [ərə/ manufacturer marketing /'markitin/ /.pnlam 'ri:terlə/ online retailer /plot/ ploy

/'ri:bett/ rebate

sales representative /'seilz ,repri,zentotiv/ /'slaugan/ slogan

/,teli/ma:kitin/ telemarketing vendor /'vendo:/

Adjective

/'kætfi/ catchy /kəm'pelig/ compelling /dr'strækttn/ distracting disturbing /di'sta:bin/ /m'fjoorieitm/ infuriating /m'veisiv/ invasive irritating /'iriteitin/

monetary persuasive promotional repetitive stick ubiquitous

unavoidable

//manutari/ /pa'sweisty/ /pre'meufenel/ /rr'petativ/ /slik/ /iu: bikwitos/

-=/.xna/vordabal/

Verb

assure cultivate entice induce oblige pressurise reassure tempt urge

/p" [p:/ /'kaltiveit/ /in'tais/ /m'dju:s/ /əˈblaɪdʒ/ /'preferaiz/ /cha'fod/ /tempt/ 3:d3/

Unit 7

Adjective

/'bre@terkin/ breathtaking /'t fa:min/ charming /'kamftabal/ comfortable dramatic /drə/mætik/ /mæg'nifisənt/ magnificent /'memarabal/ memorable / maontines/ mountainous /prr'kearias/ precarious /rr'maut/ remote /'rastik/ rustic /spek'tæk jolo/ spectacular /'stanin/ stunning

Verb

attract damage outweigh /5'trækt/ /'dæmid3/ /aut'wei/

Unit 8

Noun

/'bjuorokræt/ bureaucrat /,sival 'sa:vant/ civil servant /kəˈmju:nəti/ community /*hel0kea/ healthcare /mea/ mayor /,member ov member of 'pu:lamant/ parliament /,mulitri 'sa:vis/ military service /'neufen/ notion /,aulderdz 'penfan/ old-age pension /'seifti ,net/ safety net

social services state unemployment benefit

/saofal 'sa:visiz/ /stert/ /.anim'plaiment benifit/

Phrase

leader of the /.li:der av ði /ne]iz'equ, opposition /,luiz kən'trəol əv/ lose control of /mi:nz ,testid/ means tested /,saufal 'welfea/ social welfare /,soufal wel'bian/ social well-being

Verb

miscalculate misinform misdiagnose mismanage misunderstand misinterpret mislead misjudge mistrust subsidise

/mis'kælkjəlett/ /,mtsmf5:m/ /mis'datəgnəuz/ /,mts'mænid3/ /,misAnda'stænd/ /,misin'ta:prit/ /mr'sli:d/ /mis'd3Ad3/ /mr'strast/ /'sabsidaiz/

Unit 9

Noun

/'barau/ burrow /'kplani/ colony /di:,forr'sterfon/ deforestation /_degra/derfan/ degradation /dr'marz/ demise devastation /,deva'ster[an/ /'fladin/ flooding /'hæbrtæt/ habitat /ha:m/ harm. /hord/ herd /haiv/ hive /laifspæn/ lifespan /pæk/ pack /'pærəsait/ parasite /prei/ prev Praival/ rival /swo:m/ swarm

/'Brefould/

Adjective

threshold

/a'po:lig/ appalling /ə'kwætik/ aquatic /,htpa'kritikal/ hypocritical /ım'pa:fəl/ impartial irresponsible /,trt'sponsabal/ /nok'ts:nal/ nocturnal outrageous /autireid39s/

risky /ˈrɪski/ venomous /ˈvenəməs/

Verb

flourish / flart //
forage / fort dz/
hibernate / harbonest /
lay / let/
poach / pout f/
thrive / flart //

Unit 10

Noun

condensation /,konden'seifan/
debris /'derbri:/
eclipse /r'kltps/
evaporation /n;væpa'reifan/
gravity /'grævati/
harbour /'hotba/
light year /'laut jia/

Adjective

//æstra'nomikal/ astronomical /klar/mætrk/ climatic /ka*losal/ colossal /'fæsinertin/ fascinating /'flistin/ fleeting /r'megarabal/ immeasurable /t'mens/ immense /,umpo'septabal/ imperceptible /,infinitesimal/ infinitesimal /mæg'netik/ magnetic minuscule / mmaskju:// /'trænziont/ transient vast /va:st/

Verb

/ab'za:b/ absorb activate /'auktiveit/ /basst/ burst /kəˈlaɪd/ collide /dau'lust/ dilute dissolve /dr'zpiv/ /'penitrent/ penetrate /pros/ pierce /ri'flekt/ reflect /critics/ release /rt'pel/ repel /sə'lıdıfaı/ solidify

Unit 11

Noun

cyberspace /'sarbə,speis/ expense /ik'spens/

/ˈfæbrik/ fabric /"faiba/ fibre /faum/ foam /log/ log /'ma:bəl/ marble /'pertant/ patent /'prila/ pillar /plæŋk/ plank /.poli'esta/ polyester /prop/ prop /tek'ni:k/ technique /Ored/ thread /'timba/ timber

Adjective

cutting-edge /,k^tinj'ed3/ futuristic /,EjuxtJa'ristik/

Verb

demolish /drimolrf/
dye /dai/
innovate /'mavert/
revolve /rrivolv/
rotate /rau'tert/
strike /strark/

Unit 12

Noun

archive /'u:katv/
acquisitiveness /o'kwrzitrvnos/
stockpile /'stokpatl/
supplies /so'platz/

Adjective

chic /fi:k/
drab /dræb/
mundane /mʌn'deɪn/
sophisticated /səfi'stikeitid/

Phrase

a must-have item /masthav 'aitom/ /a ,pa:sin 'trend/ a passing trend /5:1 05 'reid3/ all the rage /,kæʒjuəl 'dres/ casual dress /kən,spikjuəs conspicuous kən'sam[ən/ consumption designer label /di,zainə leibəl/ disposable income /di, spauzabal 'iŋkʌm/ fashion accessory facfon ok, sesari/ get rid of /get 'rid ny/ in vogue /m 'vaug/ /mæs 'brændin/ mass branding personal /,pa:sanol kon'samfon/ consumption spending patterns /'spendin_pætenz/

the latest trend /o
a ,lettist 'trend/
traditional dress /tra,difanal 'dres/

Verb

/a'bændan/ abandon conserve /kan'saty/ /kən'sju:m/ consume /dr'ska:d/ discard /damp/ dump eradicate /i'rædikeit/ /hoid/ hoard /mem'tem/ maintain preserve /pri'z3:v/ /rr'tem/ retain

Unit 13

Noun

concrete jungle /'konkri:t 'dangal/ employment /um'plarmant ,ppa'tju:natiz/ opportunities /'gu:bidg kə'lekfən/ garbage collection /hai raiz 'bildin/ high-rise building /'haozin t'stert/ housing estate /"ina 'siti slam/ inner-city slum /noiz po'lu: fon/ noise pollution /'auto 'sabarba/ outer suburbs /'sunds 'sistom/ sewage system traffic congestion /'træfik kan'dgest fan/ /"a:ban sproil/ urban sprawl

Adjective

frantic /'fræntik/
high-rise /'harraiz/
isolated /'assəleittid/
overpopulated /,əuvə'popjəleittid/
migrate /'margreit/
settle /'set,l/
tranquil /'trænkwil/

Unit 14

Noun

/ko'tæstrofi/ catastrophe cloning /'kloumm/ /kpntraya;si/ controversy crisis. /'kraisis/ /dr'lema/ dilemma /dr'zoista/ disaster /'haidal/ hurdle /'obstakal/ obstacle /pri'dikəmənt/ predicament /'setbæk/ setback



Adjective

catastrophic controversial daunting disastrous

/.kæto'strofik/ /kontro'va:fel/ /'dointin/ /dr'za:stros/

insurmountable ongoing pervasive problematic

/,insə/mauntəbəl/ /museg.no"/ /pa'veisiv/ /,proble/mætrk/

,modifaid 'fuid/

/teik 'stok/

/rr'zply/

Phrase

/du: mo: .ha:m ðən do more harm 'god/ than good /'dwel pn/ dwell on /'enədʒi ˌkraɪsɪs/ energy crisis /gern 'msart ,mtu/ gain insight into /dsa.netikli genetically

Verb

modified food

take stock

/'ægravert/ aggravate alleviate /ə'li:viett/ /a'raiz/ arise /ig'zæsəbeit/ exacerbate /"hinda/ hinder /1g'no:/ ignore /im'pru:v/ improve /'mitigeit/ mitigate /'rektifai/ rectify

Unit 15

Noun

resolve

/,æsid 'rein/ acid rain /'a:ftə[pk/ aftershock /'ægrikaltfə/ agriculture /'kætəl/ cattle /kaust/ coast deforestation /di:,fpri'ster[an/ /dir.sælr'nerfən/ desalination /dra:ft/ draft /i'raugan/ erosion /"fladin/ flooding /'fanges/ fungus herbivore /'haibiva:/ /la:vo/ lava /'petal/ petal

/,prndak'tivəti/ /'padəl/ /'rezəvwa:/ 150:1

/'spi:fi:z/

/stem/ stem /taid/ tide /'tremə/ tremor

Adjective

/'karent/ current /dens/ dense 4 /fri:zm/ freezing /'hevi/ heavy /.lon'ts:m/ long-term /'neitiv/ native /ri'zistant/ resistant /s1'v19/ severe /tə'renfəl/ torrential /'tropikəl/ tropical

Phrase

a storm in a teacup /a ,sto:m in a 'ti:kap/ /cbnx' buenz, :id/ be snowed under /evri .klaud hæz ə every cloud has a ,silvə 'lamın/ silver lining /m ða ,kauld lait av in the cold light 'der/ of day /neu witf ,wei de know which way 'wind iz ,blooin/ the wind is blowing /not hæv ða ,fogirst not have the ar'dra/ foggiest idea the calm before the /ða 'ka:m bī,fɔ: ða sto:m/ storm /not ə 'klaud ın öə not a cloud in the

skai/

sky vicious circle /vifas 'saikal/ /weða ða 'sta:m/ weather the storm

Verb

/britd/ breed /'kaltiveit/ cultivate /flau/ flow /sou/ SOW

Unit 16

Noun

scale

/baraufjual/ biofuel /ka:bən 'fotprint/ carbon footprint /kən'sam[ən/ consumption /r'mr[ənz/ emissions /fju:mz/ fumes /'gri:nhaus ,gæs/ greenhouse gas /'marnin/ mining

/nætfərəl rı'zəisiz/ natural resources /,prefas 'metal/ precious metal /skeil/ wind farm /'wmd fo:m/

Adjective

/karbən 'njurtrəl/ carbon neutral eco-friendly /"i:kou.frendli/ /,ri:'tfa:dzəbəl/ rechargeable /,ri:'sarkələbəl/ recyclable /ri'nju:əbəl/ renewable /'prefes/ precious /sa'stemabal/ sustainable /an'ledid/ unleaded

Verb

/'kæpt fə/ capture /kən'sə:v/ conserve /k3:b/ curb /dr'ska:d/ discard /r'mit/ emit /ig'zo:st/ exhaust /'hams/ harness

Unit 17

Noun

/'æsets/ assets /'bænkraptsi/ bankruptcy bottom line /.botom 'lam/ /'bad3it/ budget client /klarent/ /'kredit reitin/ credit rating /'katbæk/ cutback /'a:ninz/ earnings /'ekwiti/ equity /,haospold 'neim/ household name /'lakfəri ,gudz/ luxury goods

Adjective

bankrupt /'bænkrapt/ hands-on /,hænz'on/ /mænə'dzrəriəl/ managerial

Phrase

Verb

calculated risk chair a meeting golden opportunity keep track of make a name for yourself win-win situation /,kælkjəleitid 'risk/ /tfeer a 'mi:tm/ /.gauldan ,opo't ju:noti/ /ki:p 'træk əv/ /merk a 'nerm fa jo: self/ /win'win sit ju,eifon/

/o'mælgəmert/ amalgamate

productivity

puddle

shore

species

reservoir

Noun

capital punishment /,kæpitəl 'pʌnɪʃmənt/ community service /kə,mju:nəti 'sa:vɪs/ /,laif 'sentans/ life sentence /magin/ mugging /ə'fens/ offence /,p:genarzd 'krarm/ organised crime

/'pra ,prefa/ peer pressure /peti 'kraim/ petty crime /'rpbori/ robbery /'wendolizom/ vandalism /'varələns/ violence

Adjective

/'hostail/ hostile /'li:nient/ lenient

Phrase

/ak'sept őa accept the kontsikwantsiz by/ consequences of accuse someone of /o'kju:z 'sʌmwʌn ɒv/ arrest someone for /o'rest 'samwan for/ /bi: rr'sponsəbəl fo:/ be (held)

responsible for /bi: a 'viktim pv/ be a victim of /kən'viktid 'kriminəl/ convicted criminal /'krımınəl æk'tıvəti/ criminal activity /'krimməl ə'fens/ criminal offence /'kriminal 'rekaid/ criminal record hardened criminal /'ha:dond 'kriminol/ /'dgu:vənail kraim/ juvenile crime /,Andə'lanı 'kərziz/ underlying causes

Verb

/daeil/ jail /'panis/ punish

Unit 19

Noun

/baras/ bias /"bro:dka:sto/ broadcaster /'episood/ episode /'hedlam/ headline /,pæpər'ætsi/ paparazzi /pres/ press /'vju:a/ viewer

Adjective

/barast/ biased /'eminant/ eminent /,har'proufail/ high-profile impartial /im'pa:fol/

/.influ'enfal/ influential /'pred3adist/ prejudiced prominent /'prominent/ /spb'dzektry/ subjective world-famous /.wa:ld'fermas/

Phrase

/bikam 'fermas become famous /tran'evue, overnight chief claim to fame /'t si:f ,kleim to ,feim/ /ın ðə ,pablık 'ai/ in the public eve /,rnstant sa'lebratiz/ instant celebrities /,merkin 'hedlamz/ making headlines /mi:dia a,tenfan/ media attention new-found fame /.niu:faund 'feim/ /,tæbloid 'pres/ tabloid press

Verb

/9's3it/ assert /bro:dka:st/ broadcast /kən'tend/ contend /'gpsip/ gossip /'indikeit/ indicate /'spekjəleit/ speculate

Unit 20

Noun

/,æni'meifən/ animation culture /'kaltfə/ /'dra:mə/ drama /'ekau/ echo /in'greivinz/ engraving /'fikfan/ fiction /r,mæd3i'neifən/ imagination /,inspar'eifan/ inspiration

Adjective

/a'bommabal/ abominable /a'bizmal/ abysmal dismal /'drzməl/ /'fikfanal/ fictional /'fraiprotiv/ figurative /hr'learies/ hilarious /,inspar'eifanal/ inspirational petrified /'petrifaid/ /spek'tækjələ/ spectacular / spain,tfilin/ spine-chilling /"tæləntid/ talented /'ti:dios/ tedious /'terəfaid/ terrified /'terəfann/ terrifying /'erilin/ thrilling

Phrase

a matter of taste acquire a taste for be in bad taste compose a song share the same taste

/a ,mætar av 'teist/ /ə,kwarər ə 'terst for/ /bi: m bæd 'terst/ /kəm.pəuz ə 'son/ have diverse tastes /hæv dar,va:s 'tersts/ /fea ða seim 'teist/

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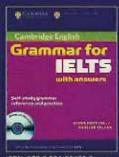
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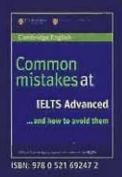


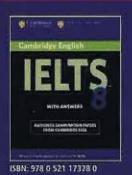
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